Summary Report of 1983-84 Survey of Graduate Departments of Psychology

Joy Stapp

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Summary

The data in the 1983-84 Summary Report are based on the Survey of Graduate Departments of Psychology, conducted annually by the American Psychological Association and the Council of Graduate Departments of Psychology. The purpose of this survey is to collect information on issues concerning graduate faculty and graduate education and training in psychology. The analyses presented here describe the reponses of 370 U.S. and 21 Canadian graduate departments. A few highlights of this report are described below:

- Among faculty in U.S. department, 23.3% are women and 4.9% are ethnic minorities. For Canadian departments, the percentages are 22.2% and 3.4% respectively.

- Over 80% of the faculty in U.S. and Canadian graduate departments are full time. Approximately two thirds of the U.S. faculty and three quarters of the Canadian faculty are tenured.

- Since 1980-81, the average annual percent increase in faculty salaries in U.S. doctoral departments has been 5.8%; in U.S. master's departments, it has been 5.6%. For Canadian departments, the average annual percent increase since 1980-81 has been 9.1%.

- The average travel support per eligible faculty member in U.S. departments ranged between $170 and $310 in 1982-83. The average in Canadian departments was $440.

- In two thirds of the U.S. departments that have summer sessions, the summer session is self-supporting. The most frequent method of determining summer salary is as a fixed proportion of the faculty member's 9-month salary.

- Most U.S. doctoral students do not receive financial support during the summer. In contrast, the majority of Canadian doctoral students receive summer support, and this support is typically from a university or other fellowship.

- Compared with the fall of 1982, admissions to U.S. doctoral and master's programs showed little change.

- In terms of graduate student support, there has been little change in the percentages of students supported. The median support for doctoral students is higher than that for master's students. Most U.S. departments provide also tuition assistance for their students.

The second and third dimensions are whether the highest degree granted is a doctoral or master's degree, and (for U.S. departments) whether the department is in a public or private institution. As has been the case in previous surveys, U.S. departments in private institutions were less likely to respond.

The response rates for these three dimensions are given in the first rows of Table 1. In general, data in this report for U.S. departments will be presented by highest degree granted (doctoral vs. master's) and type of institution (public vs. private). Data for Canadian departments will not be presented by degree level because 18 of the 21 departments responding are doctoral departments. In some cases, the data will be presented for departments in the U.S. and Canada that have doctoral programs and those that have master's programs. Please note these categories are not mutually exclusive because a department may have both a master's program and a doctoral program. This contrasts with the dimension of highest degree granted (doctoral vs. master's) where the categories are mutually exclusive.

The remaining dimension on which the departments differ is department name (e.g., psychology, educational psychology), and the response rates for these departments are also presented in Table 1. In general, psychology departments have a higher response rate than other types of departments. In the case of U.S. public doctoral departments, the response rate is 87%. The data presented in this report will not be broken down along department name because the resulting N's were often too small for meaningful comparisons, and differences that do exist are generally weak when compared to differences between doctoral vs. master's departments and public vs. private institutions.

There are two final points that should be kept in mind about this report. The first concerns the use of the term "Graduate Departments of Psychology." This term is used in its broadest sense to include departments, schools, interdisciplinary programs, or academic units that are listed in Graduate Study in Psychology and Associated Fields as offering a graduate degree in one or more areas of psychology. Looking again at Table 1, we see that department name refers to what the department is called: (a) psychology, (b) educational psychology, (c) counseling psychology, (d) human development, (e) professional school, or (f) other not listed above. Note that these department names are not synonymous with program areas. For example, a program in counseling psychology or school psychology may be found in any one of several of these categories. Approximately two-thirds of the departments surveyed are "psychology departments," and generally, these departments offer degrees in a number of different areas of psychology. The remaining third of those surveyed tend to be departments that are more specialized, offering degrees in a few closely related areas of psychology. Thus, "graduate departments of psychology" is used in a generic sense to include any academic unit that offers graduate degrees in psychology.

A second point to bear in mind when reviewing the results presented below is that no attempt has been made to extrapolate the results to include nonrespondents. The numbers presented in the following tables are based on departments that responded to the survey and are not intended as estimates of the population. Most tables simply give the number and percent of responding

Table 1

Number and Percent of Departments Responding to 1983-84 Survey of Graduate Departments of Psychology

	U.S. departments					Canadian departments		
	Doctoral		Master's					
	Public	Private	Public	Private	Total	Doctoral	Master's	Total
Departments included in survey* N	212	125	149	70	556	28	5	33
N (% responding)	163 (76.9%)	68 (54.4%)	102 (68.5%)	37 (52.9%)	370 (66.5%)	18 (64.3%)	3 (60.0%)	21 (63.6%)
Department name:								
Psychology	123	73	118	46	360	25	5	30
	107 (87.0%)	49 (67.1%)	89 (75.4%)	27 (58.7%)	272 (75.6%)	16 (64.0%)	3 (60.0%)	19 (63.3%)
Educational psychology	30	9	4	1	44	3	0	3
	21 (70.0%)	3 (33.3%)	2 (50.0%)	0 (0.0%)	26 (59.1%)	2 (66.7%)	--	2 (66.7%)
Counseling psychology	24	10	10	14	58	0	0	0
	13 (54.2%)	4 (40.0%)	3 (30.0%)	7 (50.0%)	27 (46.6%)	--	--	--
Human development	13	5	4	2	24	0	0	0
	6 (46.2%)	2 (40.0%)	2 (50.0%)	0 (0.0%)	10 (41.7%)	--	--	--
Professional school	3	21	0	1	25	0	0	0
	3 (100.0%)	9 (42.9%)	--	1 (100.0%)	13 (52.0%)	--	--	--
Other**	19	7	13	6	45	0	0	0
	13 (68.4%)	1 (14.3%)	6 (46.2%)	2 (33.3%)	22 (48.9%)	--	--	--

*Includes 581 departments listed in Graduate Study in Psychology and Associated Fields, plus 2 departments and 6 professional schools not listed.
**This is a heterogeneous category which includes, for example, school psychology, biological psychology, interdisciplinary programs, etc.

departments that gave a particular answer to the question asked. Other tables give the number of faculty or the number of students aggregated across responding departments. In neither case should the numbers reported be taken as estimates of the population of departments, faculty, or students. Any attempt to extrapolate the results of the respondents to a population estimate is beyond the scope of this report, involving a complex pattern of weighting and assumptions about the similarity of respondents and nonrespondents.

Results and Discussion

The results are presented in six separate sections: (a) faculty characteristics and salaries, (b) faculty travel and support for 1982-83, (c)summer support for faculty and students, (d) admissions to doctoral and master's programs, (e) GRE scores for first-year graduate students, and (f) graduate student support. In most cases, the implications of the data are straightforward, and little discussion is required. Where appropriate, the results presented here will be compared with the results of the 1982-83 survey, which may be found in last year's Summary Report (Stapp, 1983).

Faculty Characteristics and Salaries

Table 2 presents data on the sex, race/ethnicity, and subfield of faculty in U.S. and Canadian departments. The data for U.S. faculty are also broken down by doctoral vs. master's departments and public vs. private institutions. As would be expected, the results are very similar to those reported for the 1982-83 academic year (cf. Stapp, 1983).

Overall, almost one out of four faculty members are women, a slightly higher proportion than seen in previous surveys. There was little difference in the reported percentage of women faculty in U.S. departments and Canadian departments (23.3% vs. 22.2%, respectively). Within U.S. departments, the lowest percentage of women faculty was again found in public doctoral departments (21.0%).

With regard to ethnicity, 4.9% of the faculty in U.S. departments are ethnic minorities: black, Hispanic, Asian, or American Indian. As in previous years, there continues to be a somewhat higher percentage of minority faculty (6.9%) in U.S. private doctoral departments, where 4.0% of the faculty are black. For Canadian departments, 3.4% of the faculty were ethnic minorities (2.8% Asian).

Table 2 also gives a breakdown of faculty by subfield. The largest percentage of faculty in both U.S. and Canadian departments are clinical (23.6% and 17.7%, respectively). In U.S. departments, this is followed by experimental (12.2%), developmental (9.8%), social (9.0%), and counseling (7.2%). For Canadian departments, there is a similar pattern, although there are proportionally fewer faculty in counseling and proportionally more in physiological: developmental (11.0%), experimental (10.8%), social (9.7%), and physiological (9.2%).

Table 2

Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: Sex, Ethnicity, and Subfield

Faculty characteristics	U.S. departments				All U.S. departments	Canadian departments
	Doctoral		Master's			
	Public N=156	Private N=65	Public N=95	Private N=32	N=348	N=19
Total faculty	4,143	1,370	1,508	311	7,332	609
x						
Men	3,249 (78.4%)	1,012 (73.9%)	1,102 (73.1%)	230 (74.0%)	5,593 (76.3%)	472 (77.5%)
Women	871 (21.0%)	352 (25.7%)	403 (26.7%)	79 (25.4%)	1,705 (23.3%)	135 (22.2%)
Not specified	23 (0.6%)	6 (0.4%)	3 (0.2%)	2 (0.6%)	34 (0.5%)	2 (0.3%)
hnicity						
White	3,922 (94.7%)	1,256 (91.7%)	1,437 (95.3%)	294 (94.5%)	6,909 (94.2%)	581 (95.4%)
Black	94 (2.3%)	55 (4.0%)	33 (2.2%)	11 (3.5%)	193 (2.6%)	1 (0.2%)
Hispanic	40 (1.0%)	28 (2.0%)	13 (0.9%)	1 (0.3%)	82 (1.1%)	3 (0.5%)
Asian	39 (0.9%)	12 (0.9%)	16 (1.1%)	4 (1.3%)	71 (1.0%)	17 (2.8%)
American Indian	9 (0.2%)	0 (0.0%)	2 (0.1%)	0 (0.0%)	11 (0.2%)	0 (0.0%)
Not specified	39 (0.9%)	19 (1.4%)	7 (0.5%)	1 (0.3%)	66 (0.9%)	7 (1.1%)
bfield						
Clinical	938 (22.6%)	415 (30.3%)	304 (20.2%)	72 (23.2%)	1,729 (23.6%)	108 (17.7%)
Cognitive	191 (4.6%)	82 (6.0%)	35 (2.3%)	10 (3.2%)	318 (4.3%)	43 (7.1%)
Community	61 (1.5%)	9 (0.7%)	31 (2.1%)	3 (1.0%)	104 (1.4%)	8 (1.3%)
Comparative	54 (1.3%)	9 (0.7%)	13 (0.9%)	2 (0.6%)	78 (1.1%)	16 (2.6%)
Counseling	321 (7.7%)	64 (4.7%)	112 (7.4%)	33 (10.6%)	530 (7.2%)	23 (3.8%)
Developmental	422 (10.2%)	126 (9.2%)	141 (9.4%)	26 (8.4%)	715 (9.8%)	67 (11.0%)
Educational	153 (3.7%)	15 (1.1%)	114 (7.6%)	4 (1.3%)	286 (3.9%)	23 (3.8%)
Engineering	13 (0.3%)	2 (0.1%)	1 (0.1%)	1 (0.3%)	17 (0.2%)	1 (0.2%)
Experimental	555 (13.4%)	127 (9.3%)	186 (12.3%)	29 (9.3%)	897 (12.2%)	66 (10.8%)
General	32 (0.8%)	11 (0.8%)	40 (2.7%)	3 (1.0%)	86 (1.2%)	4 (0.7%)
Industrial/Organizational	139 (3.4%)	37 (2.7%)	72 (4.8%)	22 (7.1%)	270 (3.7%)	10 (1.6%)
Personality	81 (2.0%)	44 (3.2%)	46 (3.1%)	6 (1.9%)	177 (2.4%)	24 (3.9%)
Physiological	197 (4.8%)	95 (6.9%)	64 (4.2%)	13 (4.2%)	369 (5.0%)	56 (9.2%)
Psycholinguistics	15 (0.4%)	11 (0.8%)	7 (0.5%)	3 (1.0%)	36 (0.5%)	3 (0.5%)
Psychometrics	23 (0.6%)	15 (1.1%)	14 (0.9%)	3 (1.0%)	55 (0.8%)	7 (1.1%)
Psychopharmacology	16 (0.4%)	8 (0.6%)	3 (0.2%)	0 (0.0%)	27 (0.4%)	11 (1.8%)
Quantitative	136 (3.3%)	41 (3.0%)	38 (2.5%)	7 (2.3%)	222 (3.0%)	19 (3.1%)
School	147 (3.5%)	37 (2.7%)	90 (6.0%)	9 (2.9%)	283 (3.9%)	1 (0.2%)
Social	385 (9.3%)	130 (9.5%)	118 (7.8%)	29 (9.3%)	662 (9.0%)	59 (9.7%)
Systems/history/methods	22 (0.5%)	5 (0.4%)	17 (1.1%)	4 (1.3%)	48 (0.7%)	6 (1.0%)
Other in psychology	188 (4.5%)	62 (4.5%)	34 (2.3%)	11 (3.5%)	295 (4.0%)	48 (7.9%)
Other, not in psychology	37 (0.9%)	24 (1.8%)	26 (1.7%)	0 (0.0%)	87 (1.2%)	6 (1.0%)
Not specified	17 (0.4%)	1 (0.1%)	2 (0.1%)	21 (6.8%)	41 (0.6%)	0 (0.0%)

te. These data are based on information provided by departments that responded to the survey and, therefore, underestimate the population faculty.

When U.S. departments are broken down by highest degree and type of institution, the pattern of distribution of faculty among various subfields is similar, although there is some variation. For example, doctoral departments in private institutions (a category that includes most professional schools) have a relatively higher percentage of clinical faculty.

Table 3 presents the employment characteristics of faculty: employment status, academic rank and years in rank, tenure status, and new appointments. For U.S. departments, the percentage of full-time faculty is considerably higher in public than in private institutions (84.3% vs. 74.2%) while the percentages of part-time appointments are higher in private institutions. U.S. public doctoral departments have the highest percentage of joint appointments (8.8%).

U.S. and Canadian departments differ with respect to the proportion of faculty in various academic ranks, with Canadian departments reporting 37.9% full professors and 37.3% associate professors. In contrast, U.S. departments report 43.2% full professors and 27.7% associate professors. There are also differences among U.S. departments. In public doctoral departments, 46.6% of the faculty are full professors, as compared to only 26.4% of the faculty in private master's departments. Table 3 also breaks down the number of faculty in each academic rank by years in rank.

Next, Table 3 presents information on the tenure status of faculty. In U.S. departments, 66.7% of the faculty are tenured, although faculty in private institutions are less likely to be tenured than those in public institutions (52.9% vs. 70.7%). In Canadian departments, 74.7% of the faculty have tenure. Finally, Table 3 reports that 4.6% of the U.S. faculty and 6.4% of the Canadian faculty were new appointments, percentages that are lower than those reported last year.

One of the primary functions of the Departmental Survey is to provide department chairs with salary information. Detailed breakdowns (i.e., 21 tables) of salary information collected in the 1983-84 survey were sent to chairs in January, 1984, in time to be of use in departmental budget planning (Stapp, 1984). These results are summarized here in Table 4, which reports full-time faculty salaries (medians and quartiles) broken down by rank and years in rank for U.S. and Canadian departments. Note that for U.S. departments, these are 9-10-month salaries, while salaries for Canadian departments are on a 12-month basis. Also note that Canadian salaries are reported in Canadian dollars, and any comparison between U.S. and Canadian departments must take into account the rate of exchange as well as the 9-10-month vs. 12-month salary basis.

Salaries in U.S. doctoral departments for full professors tend to be higher than those in master's departments; for associate and assistant professors, there is little consistent difference between doctoral and master's departments. Within doctoral departments, salaries in private institutions are slightly higher than those in public institutions. Within master's departments, the differences between public and private institutions are not consistent. Since 1980-81, Canadian departments generally showed the

Table 3

Employment Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: Employment Status, Academic Rank and Years in Rank, Tenure Status, and New Appointments

	U.S. departments					
	Doctoral		Master's		All U.S.	Canadian
	Public N=156	Private N=65	Public N=95	Private N=32	departments N=348	departments N=19
Total faculty	4,143	1,370	1,508	311	7,332	609
ployment status						
Full-time	3,449 (83.2%)	1,022 (74.6%)	1,313 (87.1%)	226 (72.7%)	6,010 (82.0%)	522 (85.7%)
Joint appointment	364 (8.8%)	105 (7.7%)	58 (3.8%)	17 (5.5%)	544 (7.4%)	27 (4.4%)
Part-time	283 (6.8%)	235 (17.2%)	133 (8.8%)	66 (21.2%)	717 (9.8%)	55 (9.0%)
Not specified	47 (1.1%)	8 (0.6%)	4 (0.3%)	2 (0.6%)	61 (0.8%)	5 (0.8%)
ademic rank and years in rank						
ll professor						
At least 12 years in rank	873 (21.1%)	262 (19.1%)	201 (13.3%)	37 (11.9%)	1,373 (18.7%)	58 (9.5%)
6 to 11 years in rank	577 (13.9%)	134 (9.8%)	232 (15.4%)	18 (5.8%)	961 (13.1%)	88 (14.4%)
3 to 5 years in rank	250 (6.0%)	54 (3.9%)	98 (6.5%)	11 (3.5%)	413 (5.6%)	41 (6.7%)
Less than 3 years in rank	230 (5.6%)	87 (6.4%)	85 (5.6%)	16 (5.1%)	418 (5.7%)	44 (7.2%)
Total	1,930 (46.6%)	537 (39.2%)	616 (40.8%)	82 (26.4%)	3,165 (43.2%)	231 (37.9%)
sociate professor						
At least 6 years in rank	521 (12.6%)	142 (10.4%)	190 (12.6%)	57 (18.3%)	910 (12.4%)	147 (24.1%)
3 to 5 years in rank	353 (8.5%)	76 (5.5%)	123 (8.2%)	33 (10.6%)	585 (8.0%)	38 (6.2%)
Less than 3 years in rank	288 (7.0%)	121 (8.8%)	103 (6.8%)	22 (7.1%)	534 (7.3%)	42 (6.9%)
Total	1,162 (28.0%)	339 (24.7%)	416 (27.6%)	112 (36.0%)	2,029 (27.7%)	227 (37.3%)
sistant professor						
At least 3 years in rank	424 (10.2%)	140 (10.2%)	156 (10.3%)	44 (14.1%)	764 (10.4%)	59 (9.7%)
Less than 3 years in rank	378 (9.1%)	150 (10.9%)	118 (7.8%)	37 (11.9%)	683 (9.3%)	57 (9.4%)
Total	802 (19.4%)	290 (21.2%)	274 (18.2%)	81 (26.0%)	1,447 (19.7%)	116 (19.0%)
cturer or Instructor						
At least 3 years in rank	74 (1.8%)	48 (3.5%)	59 (3.9%)	19 (6.1%)	200 (2.7%)	7 (1.1%)
Less than 3 years in rank	85 (2.1%)	63 (4.6%)	76 (5.0%)	12 (3.9%)	236 (3.2%)	22 (3.6%)
Total	159 (3.8%)	111 (8.1%)	135 (9.0%)	31 (10.0%)	436 (5.9%)	29 (4.8%)
t specified	90 (2.2%)	93 (6.8%)	67 (4.4%)	5 (1.6%)	255 (3.5%)	6 (1.0%)
nure status						
Tenured	2,894 (69.9%)	706 (51.5%)	1,104 (73.2%)	184 (59.2%)	4,888 (66.7%)	455 (74.7%)
Not tenured, but on tenure track	682 (16.5%)	246 (18.0%)	203 (13.5%)	56 (18.0%)	1,187 (16.2%)	68 (11.2%)
Not tenured, not on tenure track	400 (9.7%)	221 (16.1%)	170 (11.3%)	58 (18.6%)	849 (11.6%)	81 (13.3%)
Not specified	167 (4.0%)	197 (14.4%)	31 (2.1%)	13 (4.2%)	408 (5.6%)	5 (0.8%)
New appointment for 1982-83	176 (4.2%)	85 (6.2%)	62 (4.1%)	13 (4.2%)	336 (4.6%)	39 (6.4%)

re. These data are based on information provided by departments that responded to the survey and, therefore, un restimate the population faculty.

Table 4

Salaries for Full-time Faculty in U.S. and Canadian Departments of Psychology

Academic rank and years in rank	9-10-month salaries for U.S. departments				12-month salaries for Canadian departments
	Doctoral		Master's		
	Public N = 154	Private N = 60	Public N = 91	Private N = 29	N = 16
Full professor:					
At least 12 years in rank					
Median:	$42,400	$44,700	$36,000	$37,500	$65,900
Q_1-Q_3:	$37,400-48,600	$39,000-50,875	$32,700-36,500	$30,500-41,600	$59,475-73,750
N:*	727	192	182	29	44
6 to 11 years in rank					
Median:	$37,700	$39,000	$35,500	$34,400	$56,600
Q_1-Q_3:	$33,175-42,500	$35,500-43,700	$31,400-36,500	$32,200-37,600	$53,000-60,900
N:	514	101	215	15	55
3 to 5 years in rank					
Median:	$34,200	$39,600	$32,400	$27,800	$53,200
Q_1-Q_3:	$31,075-37,350	$35,525-43,150	$29,000-34,900	$26,600-34,700	$46,300-56,900
N:	222	36	93	7	29
Less than 3 years in rank					
Median:	$32,200	$34,400	$30,300	$29,600	$47,250
Q_1-Q_3:	$29,800-35,475	$30,000-38,575	$27,575-31,700	$25,300-34,500	$43,350-52,100
N:	212	58	74	13	36
Associate professor:					
At least 6 years in rank					
Median:	$29,000	$30,200	$28,900	$29,400	$45,400
Q_1-Q_3:	$26,500-31,700	$27,400-33,175	$26,300-30,500	$25,600-32,600	$41,075-49,275
N:	427	118	178	43	108
3 to 5 years in rank					
Median:	$27,600	$30,200	$25,700	$27,550	$36,800
Q_1-Q_3:	$25,400-30,000	$27,700-32,100	$23,800-27,600	$24,575-30,300	$33,100-41,400
N:	307	61	111	24	29
Less than 3 years in rank					
Median:	$26,100	$27,300	$24,000	$26,850	$37,400
Q_1-Q_3:	$23,900-28,150	$24,300-30,500	$22,800-26,300	$23,500-29,400	$34,500-42,000
N:	249	86	91	18	39
Assistant professor:					
At least 3 years in rank					
Median:	$22,250	$24,500	$22,900	$23,000	$34,200
Q_1-Q_3:	$21,000-24,025	$22,500-26,000	$20,900-25,850	$20,250-24,675	$29,300-38,500
N:	338	117	133	32	43
Less than 3 years in rank					
Median:	$20,500	$22,500	$19,700	$20,000	$30,000
Q_1-Q_3:	$19,500-22,000	$21,000-24,550	$18,800-21,575	$19,000-21,375	$28,000-34,000
N:	312	121	108	24	35
Lecturer or Instructor:					
At least 3 years in rank					
Median:	$19,650	$21,000	$20,800	—	—
Q_1-Q_3:	$14,200-22,300	$12,750-26,600	$18,000-28,500	—	—
N:	22	5	27	1	4
Less than 3 years in rank					
Median:	$19,850	$23,000	$16,000	—	—
Q_1-Q_3:	$17,250-22,125	$20,750-25,300	$15,500-19,900	—	—
N:	20	21	17	1	4

Note. Dollar amounts for Canadian departments are reported in Canadian dollars. For more detailed breakdowns of U.S. faculty salaries, see Stapp (1984).

greatest average annual percent increase (9.1% averaged across academic ranks). The average annual percent increase in U.S. doctoral and master's departments was 5.8% and 5.6%, respectively.

Table 5 gives information on salaries of starting faculty, department chairs, and administrative positions. Again, the Canadian salaries are reported on a 12-month basis and in Canadian dollars. For 1983-84, 9-10-month starting salaries in U.S. departments were slightly higher in doctoral departments ($19,974 in public institutions and $21,000 in private institutions) than in master's departments ($19,000 in public institutions and $18,038 in private institutions). The median starting salary in Canadian departments was $25,050. The expected starting salaries for 1984-85 are approximately $500 higher in U.S. doctoral departments, $100 or less in U.S. master's departments, and $1,600 higher in Canadian departments. In previous years, chairs have tended to underestimate the expected starting salary for the following year. However, for Canadian departments and for U.S. private master's departments, the actual 1983-84 starting salary was approximately $1,000 lower than the expected 1983-84 salary reported last year.

Median salaries for department chairs and other administrative positions within the department are also shown in Table 5. Department chairs in U.S. doctoral departments are paid approximately $41,500, as compared to $31,000-$34,000 for chairs in U.S. master's departments and $46,000 in Canadian departments. Although it varies by type of department, for about half of all departments, the chair's salary is higher than that paid to a faculty member at the same rank and with the same number of years experience; the median percent increase in the chair's salary for these departments is between 6.0% and 10.5%.

A similar pattern of salary differences is seen for those with administrative positions (e.g., Director of Clinical Training, Director of Experimental Training) with salaries in U.S. doctoral departments being higher than those in U.S. master's departments. In contrast to chair's salaries, the salaries for administrative positions in most departments are <u>not</u> higher than those typically paid to a faculty member of the same rank and with the same number of years experience.

Not shown in Table 5 are data on the length of the term for the department chair. For U.S. departments, the distribution was bimodal with 38.6% having an indefinite term for the chair and 31.6% having a three-year term (with possible renewable in many cases); a similar pattern was seen for each type of department. For Canadian departments, the majority (61.9%) had a three-year term.

<u>Faculty Travel and Support for 1982-83</u>

The 1979-80 Departmental Survey contained a series of questions regarding faculty travel and support (Stapp, 1980). These questions were repeated in the present survey with one slight modification: instead of asking about the current academic year, the present survey asked about the previous academic year (i.e., 1982-83). The results are presented in Table 6.

Table 5

Salaries for Starting Faculty Department Chairs, and Administrative Positions
in U.S. and Canadian Departments of Psychology

Questions regarding faculty salaries	U.S. departments: Doctoral, Public N = 163	U.S. departments: Doctoral, Private N = 68	U.S. departments: Master's, Public N = 102	U.S. departments: Master's, Private N = 37	Canadian departments N = 21
"In 1983-84, what was the average (9-10 month*) starting salary for a new faculty member who was a recent Ph.D.?"					
Median Salary:	$19,974	$21,000	$19,000	$18,038	$25,050
Q_1-Q_3:	$18,700-21,145	$19,760-21,640	$17,981-20,100	$16,594-20,031	$22,000-27,000
N:	133	51	87	23	16
"What salary (9-10 month*) do you expect you would offer a new Ph.D. in 1984-85?"					
Median Salary:	$20,550	$21,533	$19,100	$19,000	$26,650
Q_1-Q_3:	$19,400-21,940	$20,660-23,000	$18,504-20,900	$17,570-21,100	$22,500-27,000
N:	144	57	85	28	16
"What is the total 9-10 month* salary of the department chair?"					
Median Salary:	$41,350	$41,500	$33,975	$31,000	$46,000
Q_1-Q_3:	$36,000-47,400	$36,100-46,762	$28,600-37,000	$26,600-36,400	$44,758-56,125
N:	152	59	89	32	17
"Is this salary higher than that typically paid to a faculty member at the same rank and with the same number of years experience?"					
Yes N (%):	94 (57.7%)	29 (42.6%)	53 (52.0%)	11 (29.7%)	7 (33.3%)
No N (%):	60 (39.8%)	29 (42.6%)	45 (44.1%)	22 (59.5%)	11 (52.4%)
No answer N (%):	9 (5.5%)	10 (14.7%)	4 (3.9%)	4 (10.8%)	3 (14.3%)
"If yes, how much higher?"					
Median Percent:	8.8%	10.5%	6.0%	9.2%	7.0%
Q_1-Q_3:	5.1-11.2%	8.0-13.2%	3.0-9.3%	1.8-9.2%	4.0-10.0%
N:	80	24	40	9	4
"What is the average 9-10 month* salary of administrative positions within the department such as a director of a special program (e.g., Director of Clinical Training; Director of Experimental Training)?"					
Median Salary:	$34,350	$33,850	$28,033	$26,250	$44,500
Q_1-Q_3:	$31,300-40,800	$29,000-37,800	$24,600-32,400	$21,800-29,325	$38,000-47,100
N:	112	36	51	10	10
"Is this salary higher than that typically paid to a faculty member of the same rank and with the same number of years experience?"					
Yes N (%):	26 (16.0%)	11 (16.2%)	3 (2.9%)	3 (8.1%)	1 (4.8%)
No N (%):	102 (62.6%)	30 (44.1%)	61 (59.8%)	10 (27.0%)	10 (47.6%)
No answer or not applicable:	35 (21.5%)	27 (39.7%)	38 (37.3%)	24 (64.9%)	10 (47.6%)
"If yes, how much higher?"					
Median Percent:	9.8%	10.7%	2.2%	7.0%	7.0%
Q_1-Q_3:	4.6-13.9%	6.2-15.6%	1.6-3.2%	—	—
N:	21	11	5	3	1

Note. Dollar amounts for Canadian departments are reported in Canadian dollars.
*Salaries for Canadian departments are reported on a 12-month basis.

Table 6

Faculty Travel and Support for 1982-83 in U.S. and Canadian Graduate Departments of Psychology

Questions regarding Faculty Travel and Support for 1982-83	U.S. Graduate Departments of Psychology: Doctoral, Public N = 163	U.S. Graduate Departments of Psychology: Doctoral, Private N = 68	U.S. Graduate Departments of Psychology: Master's, Public N = 102	U.S. Graduate Departments of Psychology: Master's, Private N = 37	Canadian departments N = 21
"How was the allocation of funds for domestic travel handled in your department?"					
Travel funds external to department N(%):	31 (19.0%)	17 (25.0%)	29 (28.4%)	10 (27.0%)	8 (38.1%)
Travel funds internally allocated N(%):	70 (42.9%)	31 (45.6%)	38 (37.3%)	17 (45.9%)	6 (28.6%)
Travel funds handled in both ways N(%):	42 (25.8%)	16 (23.5%)	25 (24.5%)	4 (10.8%)	7 (33.3%)
No answer N(%):	20 (12.3%)	4 (5.9%)	10 (9.8%)	6 (16.2%)	0 --
"If the funds were internally allocated, what was the average travel support per eligible faculty member in 1982-83?"					
Median:	$203	$260	$170	$310	$440
Q_1-Q_3:	$100-300	$180-464	$90-248	$150-390	$111-532
N:	117	51	71	24	13
"Given the 1982-83 operations budget for your department (which includes telephone, postage, supplies, Xerox, maintenance, etc.), what was the average operations support per eligible faculty member? If your department does not pay for telephone and postage, please estimate these and include in your answer."					
Median:	$1,502	$1,640	$755	$1,000	$2,650
Q_1-Q_3:	$999-2,003	$1,040-2,680	$460-1,010	$410-1,440	$1,008-3,612
N:	136	51	74	24	17
"Given the 1982-83 equipment budget (both instructional and research) for your department, what was the average equipment support possible per eligible faculty member? Please exclude all federal or one-time events, such as matching funds for a year, in your estimate."					
Median:	$347	$505	$332	$420	$1,100
Q_1-Q_3:	$160-900	$200-908	$161-800	$208-602	$482-2,328
N:	89	36	57	21	15

Note. Dollar amounts for Canadian departments are reported in Canadian dollars.

For U.S. departments, there has been some change since the 1979-80 academic year in how the allocation of funds for domestic travel is handled, with a smaller percentage of departments internally allocating funds (42.2% in 1982-83 vs. 47.9% in 1979-80). As seen in Table 6, internal allocation remains the most frequent method used in each type of department. Canadian departments are fairly equally divided among each method of allocation.

For some U.S. departments, there has been little change in the average travel support per faculty member. In the worst case, the median travel support in 1979-80 was $200 in U.S. public doctoral departments; in 1982-83, the median was $203. U.S. private master's departments and Canadian departments reported approximately twice the amount of travel support that had been reported for 1979-80.

Table 6 also gives the average operations support and the average equipment support per eligible faculty member. As with levels of travel funds, operations and equipment support for U.S. departments tend to be higher departments in private institutions.

Summer Support for Faculty and Students

For the first time, the 1983-84 Departmental Survey asked about summer support for faculty and students, and the results are found in Tables 7 and 8. As seen in Table 7, approximately 86% of the departments have a summer session at their institution, although a summer session is slightly less frequent in private institutions. For approximately two thirds of the U.S. departments, the summer session is self-supporting; Canadian departments are rather evenly split with regard to whether the summer session is self-supporting. Because most Canadian faculty are supported on a 12-month basis, the remainder of this section will focus on summer support for U.S. faculty.

Almost 95% of U.S. departments that have a summer session at their institution have opportunities for the department faculty to teach summer school. In public institutions, the salary for summer faculty in the majority of departments is determined as a fixed proportion (e.g., 2/9) of the faculty member's 9-month salary. In U.S. private master's departments, where the summer session is most likely to be self-supporting, the modal method of determining summer salaries is as a flat amount per course for faculty within each academic rank. In U.S. departments, almost all faculty who desired summer teaching assignments received them (median = 99.9%; mode = 100%). In cases where less than 100% received assignments, the preferred method of selecting faculty was giving preference to those qualified to teach particular courses, rather than giving preference to either junior or senior faculty.

Table 8 shows the sources of summer support for doctoral and master's students. Most U.S. students do not receive support during the summer: half of the doctoral students in public institutions, 73.2% of the doctoral students in private institutions, and over 80% of the master's students receive no summer support. Where there is summer support, it is most typically either a teaching assistantship or a research assistantship. Similarly, 73.5% of the Canadian master's students receive no support during

Table 7

Summer Support for Faculty in U.S. and Canadian Graduate Departments of Psychology

Questions regarding summer support for faculty	U.S. departments: Doctoral, Public N=163	U.S. departments: Doctoral, Private N=84	U.S. departments: Master's, Public N=112	U.S. departments: Master's, Private N=35	All U.S. departments N=398	Canadian departments N=20
Does your department have a summer session?"						
Yes N(%)	146 (89.6)	54 (79.4)	88 (86.3)	29 (78.4)	317 (85.7)	18 (85.7)
No N(%)	7 (4.3)	14 (20.6)	9 (8.8)	5 (13.5)	35 (9.5)	3 (14.3)
Not specified N(%)	10 (6.1)	0 (0.0)	5 (4.9)	3 (8.1)	18 (4.9)	0 (0.0)
	163 (100.0)	68 (100.0)	102 (100.0)	37 (100.0)	370 (100.0)	21 (100.0)
Is the su[illegible]ssion 'self-supporting' t your in[illegible]tion?"						
Yes N(%)	98 (67.1)	33 (61.1)	61 (69.3)	25 (86.2)	217 (68.5)	7 (38.9)
No N(%)	35 (24.0)	13 (24.1)	21 (23.9)	4 (13.8)	73 (23.0)	8 (44.4)
Not specified N(%)	13 (8.9)	8 (14.8)	6 (6.8)	0 (0.0)	27 (8.5)	3 (16.7)
	146 (100.0)	54 (100.0)	88 (100.0)	29 (100.0)	317 (100.0)	18 (100.0)
Did your faculty have opportunities o teach summer school during the mmer session of 1983?"						
Yes N(%)	136 (93.2)	50 (92.6)	86 (97.7)	27 (93.1)	299 (94.3)	5 (27.8)
No N(%)	3 (2.1)	1 (1.9)	1 (1.1)	0 (0.0)	5 (1.6)	2 (11.1)
Not specified N(%)	7 (4.8)	3 (5.6)	1 (1.1)	2 (6.9)	13 (4.1)	11 (61.1)
	146 (100.0)	54 (100.0)	88 (100.0)	29 (100.0)	317 (100.0)	18 (100.0)
How was the salary for summer school aculty determined?"						
Flat amount per course for all faculty	1 (0.7)	8 (16.0)	4 (4.7)	6 (22.2)	19 (6.4)	4 (80.0)
Flat amount per course for faculty within each academic rank	18 (13.2)	13 (26.0)	13 (15.1)	11 (40.7)	55 (18.4)	0 (0.0)
Fixed proportion of faculty member's salary	108 (79.4)	24 (48.0)	60 (69.8)	8 (29.6)	200 (66.9)	0 (0.0)
Other	8 (5.9)	4 (8.0)	7 (8.1)	2 (7.4)	21 (7.0)	0 (0.0)
Not specified	1 (0.7)	1 (2.0)	2 (2.3)	0 (0.0)	4 (1.3)	1 (20.0)
	136 (100.0)	50 (100.0)	86 (100.0)	27 (100.0)	299 (100.0)	5 (100.0)
What percentage of faculty who desired mmer teaching received teaching assignments?"						
Median	99.9%	99.3%	99.8%	99.9%	99.9%	85.0%
If this percentage is less than 100%, how are faculty selected to teach summer school? Check all that apply)"						
Preference given to junior faculty N(%)	13 (9.6)	2 (4.0)	1 (1.2)	0 (0.0)	16 (5.4)	0 (0.0)
Preference given to senior faculty N(%)	2 (1.5)	0 (0.0)	8 (9.3)	1 (3.7)	11 (3.7)	0 (0.0)
Preference given to faculty qualified to teach particular courses N(%)	37 (27.2)	7 (14.0)	21 (24.4)	1 (3.7)	66 (22.1)	1 (20.0)
Other method N(%)	15 (11.0)	1 (2.0)	15 (17.4)	3 (11.1)	34 (11.4)	1 (20.0)

Table 8

Sources of Summer Support for Doctoral and Master's Students
In U.S. and Canadian Graduate Departments of Psychology

Source of summer support	U.S. Graduate Departments of Psychology: Public	Private	All	Canadian departments
ctoral degree programs	N depts=111	N depts=41	N depts=152	N depts=13
Teaching assistantships	452 (11.4%)	101 (7.5%)	553 (10.4%)	73 (17.7%)
Research assistantships	639 (16.1%)	78 (5.8%)	717 (13.5%)	44 (10.7%)
Training grants	167 (4.2%)	13 (1.0%)	180 (3.4%)	15 (3.6%)
University or other fellowship	203 (5.1%)	30 (2.2%)	233 (4.4%)	145 (35.1%)
Off-campus placements	315 (7.9%)	62 (4.6%)	377 (7.1%)	23 (5.6%)
Other type of summer support	165 (4.1%)	77 (5.7%)	242 (4.5%)	0 (0.0%)
No summer support	2,013 (50.6%)	986 (73.2%)	2,999 (56.3%)	113 (27.4%)
Not specified	27 (0.7%)	0 (0.0%)	27 (0.5%)	0 (0.0%)
tal summer doctoral students	3,981 (100.0%)	1,347 (100.0%)	5,328 (100.0%)	413 (100.0%)
sters degree programs	N depts=123	N depts=43	N depts=166	N depts=13
Teaching assistantships	93 (3.3%)	17 (1.3%)	110 (2.7%)	45 (6.9%)
Research assistantships	97 (3.4%)	14 (1.1%)	111 (2.7%)	49 (7.6%)
Training grants	13 (0.5%)	15 (1.2%)	28 (0.7%)	20 (3.1%)
University or other fellowship	32 (1.1%)	5 (0.4%)	37 (0.9%)	41 (6.3%)
Off-campus placements	22 (0.8%)	10 (0.8%)	32 (0.8%)	12 (1.8%)
Other type of summer support	54 (1.9%)	27 (2.1%)	81 (2.0%)	5 (0.8%)
No summer support	2,415 (85.7%)	1,015 (79.2%)	3,430 (83.7%)	477 (73.5%)
Not specified	92 (3.3%)	179 (14.0%)	271 (6.6%)	0 (0.0%)
tal summer master's students	2,818 (100.0%)	1,282 (100.0%)	4,100 (100.0%)	649 (100.0%)

te. These data are based on the information provided by departments responding to the survey and, therefore, underestimate e population of summer students.

the summer. However, 72.6% of the Canadian doçtoral students do receive support during the summer, half of which comes from a university or other type of fellowship.

Admissions to Doctoral and Master's Departments

The Departmental Survey has been used in previous years as a means to assess trends in enrollments and admissions. Last year's survey asked about doctoral and master's admissions to various program areas. The same questions were again included in this year's survey, comparing admissions in the fall of 1983 to those in the fall of 1982. The results are presented in Tables 9 and 10.

Table 9 shows admissions to doctoral programs in U.S. and Canadian departments. Compared with 1982, U.S. doctoral admissions in the fall of 1983 were 1% lower. Last year's survey showed that doctoral admissions had declined in most of the research subfields while showing some increase in the applied subfields. This year's data are less clear cut: Most subfields showed a decline in admissions, while cognitive, counseling and physiological/comparative showed an increase. In Canadian departments, there was a 20% increase in admissions from 1982 to 1983.

Admissions to master's programs are shown in Table 10. In U.S. departments, there was a 1% increase in total admissions. Most subfields showed some increase in admissions, however, there was a 7% decline in admissions to school psychology programs. For Canadian departments, there was a 3% decrease in total master's admissions.

GRE Scores for First-Year Graduate Students

For more than a decade, information on GRE scores for students entering graduate programs was collected along with a host of other information for the annual publication, Graduate Study in Psychology. In a recent article, Stoup and Benjamin (1982) analyzed data collected between 1970 and 1979 for Grad Study, including the data on GRE scores. Because the Grad Study questionnaire was recently redesigned to reduce the respondent burden, several questions were simplified and the questions on GRE scores were dropped. In order to provide some continuity in the information on GREs, it was decided that the Departmental Survey would collect this information every three or four years. The data collected for the first time in the 1983-84 Departmental Survey are presented in Table 11. Median verbal and quantitative GRE scores are presented by program area; median scores were not calculated where the N of departments was fewer than 5. Because few Canadian departments reported GRE scores for their first-year students, Table 11 shows only the results for first-year students in U.S. departments. In general, the results are similar to those presented by Stoup and Benjamin for the 1979-80 academic year.

Graduate Student Support

As in previous years, the final set of tables addresses graduate student support, including the percentage of full-time and part-time students being supported and amounts typically paid.

Table 9

Admissions to Doctoral Programs: Fall 1982 vs. Fall 1983

	U.S. departments (N = 225)			Canadian departments (N = 17)		
Program area	Fall 1982	Fall 1983	% change	Fall 1982	Fall 1983	% change
Clinical	1,561	1,541	-1%	41	49	*
Cognitive	88	94	7%	4	5	*
Community	44	41	*	1	3	*
Counseling	447	451	1%	5	4	*
Developmental	281	271	-4%	14	16	*
Educational	98	84	-14%	6	2	*
Experimental	299	297	-1%	8	11	*
Industrial/organizational	204	192	-6%	5	3	*
Physiological and/or Comparative	135	144	7%	6	5	*
Psychometrics and/or Quantitative	48	49	*	0	2	*
School	290	253	-13%	1	1	*
Social and/or Personality	280	259	-8%	4	5	*
Other or not specified	307	374	22%	27	41	*
Total doctoral admissions	4,082	4,050	-1%	122	147	20%

Note. These data are based on information provided by departments that responded to the survey, and, therefore, underestimate the population of doctoral admissions.

*Because of the small Ns in these subfields, percent change was not calculated.

Table 10

Admissions to Master's Programs: Fall 1982 vs. Fall 1983

Program area	U.S. departments (N = 242)			Canadian departments (N = 19)		
	Fall 1982	Fall 1983	% change	Fall 1982	Fall 1983	% change
Clinical	815	839	3%	79	85	*
Cognitive	---	---	*	13	9	*
Community	165	185	12%	2	3	*
Counselling	1,398	1,418	1%	73	76	*
Developmental	101	111	10%	10	9	*
Educational	175	181	3%	28	34	*
Experimental	235	235	0%	12	5	*
Industrial/organizational	370	373	1%	3	3	*
Physiological and/or Comparative	9	9	*	12	6	*
Psychometrics and/or Quantitative	28	26	*	---	---	*
School	600	560	-7%	0	5	*
Social and/or Personality	13	11	*	29	37	*
Other or not specified	1,603	1,639	2%	152	128	16%
Total master's admissions	5,512	5,587	1%	413	400	-3%

Note. These data are based on information provided by departments that responded to the survey, and, therefore, underestimate the population of master's admissions.

*Because of the small Ns in these subfields, percent change was not calculated.

Table 11

Median GRE Scores for First-Year Graduate Students in U.S. Departments

	U.S. doctoral programs		U.S. master's programs	
	Verbal	Quantitative	Verbal	Quantitative
	Mdn (N depts)	Mdn (N depts)	Mdn (N depts)	Mdn (N depts)
Clinical	622 (103)	622 (103)	548 (45)	517 (45)
Cognitive	611 (25)	620 (25)	— (2)	-- (2)
Community	532 (6)	540 (6)	490 (9)	500 (9)
Counseling	580 (37)	576 (36)	510 (31)	512 (30)
Developmental	596 (50)	590 (50)	543 (13)	510 (13)
Educational	590 (15)	605 (15)	528 (15)	530 (15)
Experimental	576 (58)	598 (58)	524 (34)	516 (34)
Industrial/organizational	606 (30)	620 (30)	520 (29)	521 (29)
Physiological and/or Comparative	577 (36)	595 (35)	503 (6)	528 (6)
Psychometrics and/or Quantitative	591 (16)	664 (16)	503 (9)	580 (9)
School	550 (29)	550 (29)	519 (37)	516 (37)
Social and/or Personality	610 (56)	620 (56)	502 (7)	505 (7)

Note. Median GRE scores were not computed where the number of responding departments was fewer than 5.

Table 12 gives the percentages of full-time and part-time doctoral and master's students who receive financial support, and these results are similar to last year's. In U.S. public doctoral programs, 66.4% of the full-time students receive support; in private doctoral programs the figure is 45.0%. This contrasts with Canadian departments in which 83.6% of the full-time doctoral students have support. Canadian departments also support a large percentage of full-time master's students (57.3%). However, in the U.S., only 26.5% of the full-time master's students receive financial support.

Compared with full-time students, part-time students in both doctoral and master's programs are unlikely to receive financial support. In U.S. departments, 6.8% of the part-time doctoral students and 2.7% of the part-time master's students receive support. In Canadian departments, the percentages are 5.0% and 2.0%, respectively.

The amounts of graduate student support typically paid are shown in Tables 13 and 14. These tables report the medians and quartiles for doctoral students at three levels of study (first year student vs. intermediate vs. dissertation year) and for master's students at two levels of study (first year student vs. beyond first year). Additionally, these tables report 9-month vs. 12-month amounts for teaching assistantships, research assistantships, fellowships, and traineeships. In each category of support, the percentage of departments that also provide tuition assistance is reported.

These data for U.S. departments are presented in Table 13. As would be expected, the median support for doctoral students is higher than that typically paid to master's students. Further the majority of departments (in some cases, more than 80%) also typically provide tuition assistance.

Comparable data for Canadian departments are presented in Table 14. Once again, these amounts are reported in Canadian dollars. The number of departments reporting a particular category of support is in some cases either quite small or non-existent. Nonetheless, the data are presented here in order to give some indication of graduate student support in Canadian departments. Compared to U.S. departments, relatively few Canadian departments also provide tuition assistance.

Conclusion

The annual Survey of Graduate Departments of Psychology is intended to be a flexible instrument that can provide department chairs and others with useful and current information. The 1983-84 Departmental Survey continued to monitor faculty characteristics and salaries and graduate student support; in order that this information may be kept current, these data will continue to be collected in future surveys. In addition, this year's survey collected information on faculty travel and support, summer support for faculty and students, admissions to doctoral and master's programs, and GRE scores for first-year U.S. graduate students. The Departmental Survey has become a useful source of information for those involved with graduate education and training in psychology. The contributions of department chairs in this process cannot be underestimated. It is through their cooperation that all of us are better informed about trends and practices in graduate departments of psychology.

Table 12

Number and Percentage of Full-time and Part-time Students Supported in Doctoral and Master's Programs in U.S. and Canadian Graduate Departments of Psychology

Type of program	U.S. Graduate Departments of Psychology			Canadian departments
	Public	Private	All	
octoral degree programs	N depts=161	N depts=68	N depts=229	N depts=18
Full-time students with support	7,317 (66.4%)	2,011 (45.0%)	9,328 (60.1%)	534 (83.6%)
Full-time students without support	3,122 (28.3%)	2,164 (48.3%)	5,286 (34.1%)	105 (16.4%)
Not specified	585 (5.3%)	297 (6.7%)	882 (5.7%)	0 (0.0%)
Total	11,024 (100.0%)	4,472 (100.0%)	15,496 (100.0%)	639 (100.0%)
Part-time students with support	181 (8.8%)	57 (4.0%)	238 (6.8%)	5 (5.0%)
Part-time students without support	1,861 (90.2%)	1,347 (93.6%)	3,208 (91.6%)	82 (82.8%)
Not specified	20 (1.0%)	35 (2.4%)	55 (1.6%)	12 (12.1%)
Total	2,062 (100.0%)	1,439 (100.0%)	3,501 (100.0%)	99 (100.0%)
aster's degree programs	N depts=180	N depts=59	N depts=239	N depts=19
Full-time students with support	1,557 (27.2%)	457 (24.4%)	2,014 (26.5%)	357 (57.3%)
Full-time students without support	3,911 (68.4%)	1,104 (59.0%)	5,015 (66.0%)	265 (42.6%)
Not specified	247 (4.3%)	311 (16.6%)	558 (7.3%)	0 (0.0%)
Total	5,715 (100.0%)	1,872 (100.0%)	7,587 (100.0%)	622 (100.0%)
Part-time students with support	96 (2.2%)	77 (3.8%)	173 (2.7%)	9 (2.2%)
Part-time students without support	3,645 (84.1%)	1,954 (95.5%)	5,599 (87.8%)	390 (97.7%)
Not specified	591 (13.6%)	15 (0.7%)	606 (9.5%)	0 (0.0%)
Total	4,332 (100.0%)	2,046 (100.0%)	6,378 (100.0%)	399 (100.0%)

ote. These data are based on the information provided by departments responding to the survey and, therefore, underestimate he population of full-time students.

Table 13

Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology

Category of support in U.S. departments		Support for doctoral students			Support for master's students	
		First year student	Intermediate	Dissertation year	First year student	Beyond first year
Teaching assistantship						
9-month	Median:	$4,468	$4,567	$4,950	$3,362	$3,600
	Q_1-Q_3:	$3,517-5,300	$3,617-5,510	$3,929-5,500	$2,431-4,575	$2,506-4,861
	N:*	160	168	134	125	105
	% Tuition assistance:	80.6%	75.6%	85.8%	74.4%	79.0%
12-month	Median:	$5,025	$5,425	$5,962	$4,450	$5,250
	Q_1-Q_3:	$3,475-5,942	$4,275-6,388	$4,675-6,825	$3,000-6,000	$2,525-6,100
	N:	29	33	29	12	10
	% Tuition assistance:	69.0%	69.7%	72.4%	75.0%	100.0%
Research assistantship						
9-month	Median:	$4,461	$4,542	$4,993	$3,167	$3,250
	Q_1-Q_3:	$3,700-5,225	$3,762-5,495	$4,010-5,900	$2,433-4,600	$2,500-4,800
	N:	132	127	108	98	84
	% Tuition assistance:	71.2%	67.7%	73.1%	61.2%	70.2%
12-month	Median:	$5,550	$6,010	$6,233	$4,400	$4,775
	Q_1-Q_3:	$4,725-6,912	$5,017-7,000	$5,208-7,300	$3,075-5,538	$3,075-6,325
	N:	58	60	55	21	17
	% Tuition assistance:	55.2%	55.0%	63.6%	76.2%	64.7%
Fellowship						
9-month	Median:	$4,965	$4,964	$4,988	$3,800	$3,650
	Q_1-Q_3:	$3,900-5,388	$3,965-5,700	$4,100-5,500	$1,325-5,062	$3,075-4,100
	N:	73	67	60	23	10
	% Tuition assistance:	74.0%	70.1%	76.7%	52.2%	70.0%
12-month	Median:	$5,975	$5,517	$6,050	$4,550	$4,500
	Q_1-Q_3:	$5,012-7,025	$4,967-6,375	$5,300-7,000	$1,275-4,638	$1,125-5,075
	N:	33	38	36	9	7
	% Tuition assistance:	93.9%	78.9%	83.3%	77.8%	71.4%
Traineeship						
9-month	Median:	$4,200	$4,183	$4,225	$2,925	$2,900
	Q_1-Q_3:	$3,694-5,025	$2,700-4,967	$3,854-5,038	$1,712-3,425	$1,738-3,775
	N:	31	38	29	13	11
	% Tuition assistance:	77.4%	73.7%	75.9%	76.9%	54.5%
12-month	Median:	$5,264	$5,262	$5,271	$5,100	$5,050
	Q_1-Q_3:	$4,994-5,232	$4,995-5,228	$4,712-5,236	$475-5,300	$462-5,125
	N:	38	42	36	6	5
	% Tuition assistance:	84.2%	78.6%	80.6%	100.0%	80.0%

*N = Number of U.S. departments reporting this category of support.

Table 14

Medians and Quartiles for Graduate Student Support in Canadian Departments of Psychology

Category of support in Canadian departments		Support for doctoral students: First year student	Support for doctoral students: Intermediate	Support for doctoral students: Dissertation year	Support for master's students: First year student	Support for master's students: Beyond first year
Teaching assistantship						
9-month	Median:	$4,500	$4,550	$4,550	$4,200	$4,200
	Q_1-Q_3:	$3,912-5,588	$3,900-5,600	$3,975-5,588	$2,925-4,675	$3,425-4,675
	N:*	13	12	13	11	11
	% Tuition assistance:	15.4%	16.7%	15.4%	18.2%	18.2%
12-month	Median:	$8,250	$8,200	$8,200	$7,625	$6,750
	Q_1-Q_3:	$6,300-8,500	$6,300-8,300	$6,300-8,300	$1,925-8,075	$1,900-8,200
	N:	8	8	8	7	6
	% Tuition assistance:	12.5%	12.5%	12.5%	14.3%	16.7%
Research assistantship						
9-month	Median:	$4,200	$4,300	$4,300	$3,000	$4,200
	Q_1-Q_3:	$1,525-4,375	$3,000-4,600	$3,100-4,600	$2,075-3,125	$3,025-5,075
	N:	7	6	6	5	7
	% Tuition assistance:	14.3%	14.3%	33.3%	14.3%	25.0%
12-month	Median:	$8,000	$8,050	$8,050	$7,500	$7,900
	Q_1-Q_3:	$5,800-9,000	$5,800-9,000	$5,800-9,000	$5,875-7,625	$5,875-8,025
	N:	8	8	8	5	5
	% Tuition assistance:	25.0%	25.0%	25.0%	20.0%	40.0%
Fellowship						
9-month	Median:	$6,500	$6,450	$6,450	$5,800	$5,900
	Q_1-Q_3:	--	--	--	$2,075-5,925	$2,100-6,100
	N:	4	4	4	5	61
	% Tuition assistance:	0.0%	0.0%	0.0%	0.0%	0.0%
12-month	Median:	$6,100	$6,100	$9,700	$5,000	$5,000
	Q_1-Q_3:	$2,500-9,783	$2,500-9,783	$2,538-9,792	$2,512-5,125	$2,512-5,125
	N:	8	8	7	5	5
	% Tuition assistance:	0.0%	0.0%	0.0%	0.0%	0.0%

Note. Dollar amounts in this table are reported in Canadian dollars.
*N = Number of Canadian departments reporting this category of support.

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SUMMARY REPORT OF THE 1984-85 SURVEY OF GRADUATE DEPARTMENTS OF PSYCHOLOGY

Georgine Pion, Paul Bramblett,
Marlene Wicherski, and Joy Stapp

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American Psychological Association
1200 Seventeenth Street N.W.
Washington, D.C. 20036

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The annual Survey of Graduate Departments of Psychology was conducted with the active support and cooperation of the Council of Graduate Departments of Psychology and its Executive Board (John Williams, Chair). Moreover, the contributions of department chairs have been critical to the development and conduct of the survey, and their role cannot be underestimated. It is only through their cooperation that this survey continues to be carried out and that all of us are better informed about the trends and future issues facing graduate departments of psychology.

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1984-85 Faculty Salaries in Graduate Departments of Psychology

Preliminary Report: 1983 Doctorate Employment Survey

Salaries in Psychology, 1983 (1985 report available in August)

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HIGHLIGHTS

This report describes the characteristics of doctoral and master's level departments of psychology in the United States and Canada. It is based on the results of the Survey of Graduate Departments of Psychology -- an annual survey conducted jointly by the American Psychological Association and the Council of Graduate Departments of Psychology. The analyses pertain to the 406 U.S. and 24 Canadian graduate departments who responded to the survey. Some highlights of the report are:

- Almost one out of every four faculty in U.S. graduate psychology departments is a woman and one out of twenty is a minority. For Canadian departments, approximately 21% of the faculty are female and 3% are minorities.

- In U.S. departments, the percentage of part-time faculty is 11.1%. This figure represents a minimal increase from those obtained in the previous two surveys (i.e., 9.6% in 1982-83 and 9.8% in 1983-84). Women comprise a higher percentage of part-time faculty (41.0%) than they do of full-time faculty (22.0%).

- In contrast to last year, a slightly greater percentage of new faculty appointments in 1984-85 were at the associate professor level (12.3% in 1984-85 vs. 9.4% in 1983-84) seemingly at the expense of hiring new assistant professors (66.5% vs. 71.8%, respectively).

- In both U.S. and Canadian doctoral programs, the almost equal percentages of male and female full-time students reported in 1980-81 have radically shifted. In 1984-85, males account for 42.6% of all full-time doctoral students in U.S. programs -- down from 48.7% in 1980-81 -- and the percentage of females climbed from 49.0% to 56.1%. (Data on sex was not reported for 1.3% of the students.) Current figures for Canadian programs are 46.6% men and 51.2% women, with data missing for 6.2% of the students.

- Results for ethnicity of full-time students in doctoral programs show a pattern of relative stability between 1980-81 and 1984-85. Four years ago, 10.6% of all full-time doctoral students in U.S. psychology programs were minorities, and in 1984-85, this figure is 11.0%. Ethnic minorities account for 1.4% of all full-time students in Canadian doctoral programs.

- In U.S. master's programs, females account for 62.2% and ethnic minorities 10.4% of all full-time master's enrollments.

- The percentage of women enrolled as full-time doctoral students in U.S. graduate psychology programs is slightly higher for the practice specialties than for the research specialties (i.e., 58.2% vs. 54.9%, respectively). The percentage of ethnic minorities in each of these major subfield clusters are not markedly different -- 11.6% are minorities in the practice specialties vs. 10.4% in the research specialties.

- A smaller percentage of full-time doctoral students (57.3%) are receiving support in 1984-85 than reported in previous years. Similar to past surveys, full-time master's students are less likely to be awarded financial assistance; in 1984-85, only 26.6% were receiving some type of support.

SUMMARY REPORT: 1984-85 SURVEY OF GRADUATE DEPARTMENTS OF PSYCHOLOGY

Background

For the past seven years, the American Psychological Association (APA) and the Council of Graduate Departments of Psychology (COGDOP) have jointly sponsored an annual survey designed to collect information on the characteristics of graduate psychology departments. This project, known as the Survey of Graduate Departments of Psychology, has its roots in earlier cooperative efforts between APA and COGDOP initiated in the mid-1960s. At that time, it was hoped that the systematic collection of national level data on faculty salaries would prove useful to department chairs in annual budget planning and resource allocation.

Given the recurrent need for information on departmental characteristics other than salary, APA also periodically requested data from departments on such topics as graduate student enrollments and support. In order to reduce the burden on chairs caused by multiple surveys, the two efforts were consolidated in 1978 into an annual Survey of Graduate Departments of Psychology. While one primary purpose of the survey remains the collection of data on faculty salaries, a second and no less important goal is the gathering of information which can help in answering questions frequently posed by federal training sponsors, academic administrators, and other individuals involved in graduate education.

Method

The 1984-85 Survey of Graduate Departments of Psychology (hereafter referred to as the Departmental Survey) focused on three major areas: (a) faculty characteristics and salaries; (b) the sex and ethnicity of graduate students enrolled in the practice and research specialties; and (c) financial support for master's and doctoral students, including tuition assistance and amounts typically paid for teaching and research assistantships, fellowships, and traineeships.

The Departmental Survey was mailed in October 1984 to all U.S. and Canadian graduate departments of psychology listed in the 1984 edition of Graduate Study in Psychology and Associated Fields (APA, 1984). The survey was both confidential and anonymous; no identifiers were included on the survey instrument itself, and responding departments were asked not to identify themselves but only to indicate that they had responded by returning a pre-printed postcard to APA under separate cover. The primary reason for preserving the anonymity of respondents was to ensure a high response rate, given that requested salary data are often viewed as sensitive and to guard against the perception that the findings might be used to report on the characteristics of any single department. In line with these considerations, only aggregate results are presented.

Response Rates

Of the 617 departments and professional schools surveyed, 430 responded, yielding an overall response rate of 69.7% An analysis of response rates by various departmental characteristics reveals that certain types of departments were more likely to complete and return the survey. As shown in Table 1, response rates differ, depending on the geographic location (U.S.A. or Canada) and status of the institution (public or private), the highest level of degree offered by the department (doctorate or master's), and the type of department as reflected by its formal name (e.g., Department of Educational Psychology). In summary, the results show:

- There was a slight difference in response rates between U.S. departments and those located in Canadian institutions (69.5% vs. 72.7%).

- Among U.S. departments, those in public institutions were more likely to respond than departments in private colleges and universities (74.9% vs. 59.5%).

- The response rate for all U.S. doctoral departments (74.4%) was higher than that obtained for their Canadian counterparts (71.4%) and for U.S. departments which only offer the master's degree (61.8%).

- In general, psychology departments had a higher response rate (73.5%) than other types of departments (e.g., departments labeled as Educational Psychology or Counseling and Guidance). For example, 85% of the doctoral psychology departments in public institutions and almost 79% of those in private colleges and universities completed and returned the questionnaire.

General Structure of the Report

The tabular data presented in the following sections focus, for the most part, on analyses contrasting U.S. and Canadian departments and, within the U.S., on comparisons of departments by type of institution (public vs. private) and highest degree granted (doctoral vs. master's). The primary reason for declining to report data on Canadian departments by degree level is that 20 of the 24 departments responding are doctoral departments.

Similarly, comparisons among different types of departments (e.g., Psychology vs. Educational Psychology) are less meaningful. This is due to the small number of respondents in some categories and the fact that highest degree offered and type of institution often influence more faculty and graduate student characteristics (e.g., salaries and financial assistance) than does the type of department as currently identified by its formal name.

In some cases (Tables 1-6), the data will be presented according to whether or not departments grant doctoral degrees. The comparisons for Tables 7-16, however, distinguish between those academic units with

Table 1

Number and Percent of Departments Responding to the 1984-85 Survey of Graduate Departments of Psychology

	U.S. Departments					Canadian Departments		
	Doctoral		Master's		Total	Doctoral	Master's	Total
	Public	Private	Public	Private				
Number of departments in survey[a]	230	126	149	79	584	28	5	33
N (%) responding	182 (79.1%)	81 (64.3%)	101 (67.8%)	40 (50.6%)	406 (69.5%)	20 (71.4%)	4 (80.0%)	24 (72.7%)
Department name:								
Psychology	127	71	123	50	371	25	5	30
	108 (85.0%)	56 (78.9%)	81 (65.9%)	28 (56.0%)	273 (73.5%)	17 (68.0%)	4 (80.0%)	21 (70.0%)
Educational psychology	34	7	2	1	44	1	0	1
	22 (64.7%)	2 (28.6%)	2 (100.0%)	0 (0.0%)	26 (59.1%)	1 (100.0%)	--	1 (100.0%)
Counseling psychology	25	9	12	11	57	0	0	0
	16 (64.0%)	4 (44.4%)	7 (58.3%)	7 (63.6%)	34 (59.6%)	--	--	--
Human development	12	4	2	1	19	0	0	0
	8 (66.7%)	2 (50.0%)	1 (50.0%)	0 (0.0%)	11 (57.9%)	--	--	--
Professional school	4	18	0	1	23	0	0	0
	4 (100.0%)	10 (55.6%)	--	1 (100.0%)	15 (65.2%)	--	--	--
Other[b]	28	17	10	15	70	2	0	2
	24 (85.7%)	7 (41.2%)	10 (100.0%)	4 (26.7%)	45 (64.3%)	2 (100.0%)	--	2 (100.0%)

[a]This includes 612 departments listed in Graduate Study in Psychology and Associated Fields 1984 plus 3 departments and 2 professional schools not listed.

[b]This is a heterogeneous category which includes, for example, school psychology and interdisciplinary programs.

doctoral programs versus those that have master's programs. In these analyses, the categories are not mutually exclusive inasmuch as a department may have both a master's and a doctoral program.

Caveats

There are two points that should be kept in mind when reading this report. The first concerns usage of the term "Graduate Departments of Psychology." This term is employed in its broadest sense to include departments, schools, interdisciplinary programs, or other academic units that are listed in Graduate Study in Psychology and Associated Fields as offering a graduate degree in one or more areas of psychology. Looking again at Table 1, we see that department name refers to what the department is called: (a) psychology; (b) educational psychology; (c) counseling psychology; (d) human development; (e) professional school; or (f) other. Note that these department names are not synonymous with program areas. For example, a program in counseling or school psychology may be found in any one of several categories. Almost two-thirds of the departments surveyed are "psychology departments," and generally, these departments award degrees in several different areas of psychology. The remaining third tend to be departments that are more specialized, offering degrees in a few closely related areas of psychology. Thus, "graduate departments of psychology" is used in a generic sense to encompass any academic unit that offers graduate degrees in psychology.

A second point to bear in mind when reviewing this report is that no attempt has been made to extrapolate the results to include nonrespondents. The numbers presented in the following tables are based on departments that responded to the survey and are not intended as estimates of the population. Most tables simply report the number and percent of responding departments that provided a particular answer to the question asked. Others report the number of faculty or the number of students aggregated across responding departments. In neither case should the numbers reported be taken as estimates of the population of departments, faculty, or students. Any attempt to extrapolate the results of the respondents to a population estimate is beyond the scope of this report and involves a complex weighting scheme and several assumptions about the similarity of respondents and nonrespondents. Given that the survey was anonymous, the level of confidence in making such assumptions and subsequently deriving precise estimates is restricted.

The results are organized into five sections: (1) general characteristics of faculty; (2) employment characteristics of faculty; (3) faculty salaries; (4) graduate student enrollments; and (5) graduate student support. Where possible, data from previous Departmental Surveys (Stapp, 1981, 1982, 1983, 1984) have been cited so as to provide a sense of trends over the past five years.

General Characteristics of Faculty

Tables 2 and 3 present data on the sex, ethnicity, and current major subfield of full- and part-time faculty in U.S. and Canadian departments. Comparisons among U.S. faculty are also reported for doctoral versus master's departments and public versus private institutions.

Sex

In U.S. graduate psychology departments, almost one out of every four faculty members is a woman. This is a slightly higher ratio than that found for Canadian departments where only 20.7% of the faculty are female. These 1984-85 figures reveal the sharpest discrepancy yet found in these annual surveys between U.S. and Canadian departments in the percentages of female faculty.

Looking at the results for U.S. departments over the past five years, a small but steady inching upward in the percentage of female faculty has occurred; in 1984-85, as previously mentioned, approximately 24% of all U.S. faculty were women as compared to 23% in 1983-84 and 21% prior to that time. This increase in the percentage of female faculty members has occurred in doctoral and master's departments, as well as those in public and private institutions. The overall results for Canadian departments exhibit a similar, albeit less consistent, trend.

It remains the case, however, that lower proportions of women are found in doctoral and master's departments in public institutions as compared to their private counterparts (see Table 2). As explained in the following sections, this is primarily due to the fact that private institutions employ greater percentages of part-time faculty, and these individuals are more likely to be women.

Full-time versus part-time faculty. As can be seen in Table 3, the distributions of sex and ethnicity for faculty in U.S. departments differ markedly when full-time vs. part-time employment status is considered. Higher percentages of part-time faculty are women as compared to their full-time counterparts. Little change is evident from the past year's results in terms of the percentage of full-time female faculty in doctoral departments (20.5% in 1983-84 and 21.4% in 1984-85) and master's departments (25.0% vs. 24.0%, respectively).

Ethnicity

Approximately 5% of the faculty in U.S. departments are ethnic minorities -- black, Hispanic, Asian, or American Indian (see Table 2). This overall level, along with the percentages for individual ethnic groups, has remained relatively stable over the past five years, with only minor fluctuations in terms of one- or two-tenths of a percentage point. For Canadian departments, the percentage of minority faculty is 3.4%. Although similar to the 1983-84 results, this figure should not be directly compared with those obtained for previous years, given the problem with missing data.

Table 2

Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: Sex, Ethnicity, and Subfield

Faculty Characteristic	U.S. Departments								All U.S. Departments		All Canadian Departments	
	Doctoral				Master's							
	Public (N = 169)		Private (N = 78)		Public (N = 96)		Private (N = 35)		(N = 378)		(N = 22)	
	N	%	N	%	N	%	N	%	N	%	N	%
Total faculty	4,239		1,633		1,436		424		7,732		748	
Sex												
Men	3,274	77.2	1,194	73.1	1,057	73.6	279	65.8	5,804	75.1	592	79.1
Women	937	22.1	431	26.4	367	25.6	142	33.5	1,877	24.3	155	20.7
Not specified	28	0.7	8	0.5	12	0.8	3	0.7	51	0.7	1	0.2
Ethnicity												
White	3,925	92.6	1,477	90.4	1,333	92.8	405	95.5	7,140	92.3	646	86.4
Black	105	2.5	72	4.4	37	2.6	7	1.7	221	2.9	2	0.3
Hispanic	41	1.0	24	1.5	18	1.3	1	0.2	84	1.1	3	0.4
Asian	42	1.0	18	1.1	19	1.3	5	1.2	84	1.1	20	2.7
American Indian	10	0.2	0	0.0	2	0.1	0	0.0	12	0.2	0	0.0
Not specified	116	2.7	42	2.6	27	1.9	6	1.4	191	2.5	77	10.3
Subfield												
Practice specialties												
Clinical	912	21.5	476	29.1	285	19.8	124	29.2	1,797	23.2	149	19.9
Counseling	402	9.5	116	7.1	152	10.6	49	11.6	719	9.3	21	2.8
School	165	3.9	47	2.9	76	5.3	10	2.4	298	3.9	2	0.3
Research and other specialties												
Cognitive	203	4.8	102	6.2	37	2.6	12	2.8	354	4.6	50	6.7
Community	62	1.5	10	0.6	28	1.9	4	0.9	104	1.3	7	0.9
Comparative	47	1.1	6	0.4	12	0.8	3	0.7	68	0.9	12	1.6
Developmental	424	10.0	172	10.5	122	8.5	27	6.4	745	9.6	85	11.4
Educational	174	4.1	34	2.1	82	5.7	20	4.7	310	4.0	31	4.1
Engineering	5	0.1	4	0.2	2	0.1	0	0.0	11	0.1	0	0.0
Experimental	452	10.7	144	8.8	157	10.9	40	9.4	793	10.3	85	11.4
General	64	1.5	18	1.1	61	4.2	1	0.2	144	1.9	11	1.5
Industrial-organizational	148	3.5	48	2.9	67	4.7	25	5.9	288	3.7	10	1.3
Personality	75	1.8	47	2.9	46	3.2	12	2.8	180	2.3	33	4.4
Physiological	184	4.3	85	5.2	56	3.9	23	5.4	348	4.5	58	7.8
Psycholinguistics	12	0.3	14	0.9	11	0.8	4	0.9	41	0.5	6	0.8
Psychometrics	30	0.7	16	1.0	13	0.9	4	0.9	63	0.8	10	1.3
Psychopharmacology	12	0.3	7	0.4	6	0.4	0	0.0	25	0.3	7	0.9
Quantitative	147	3.5	33	2.0	31	2.2	6	1.4	217	2.8	22	2.9
Social	374	8.8	160	9.8	108	7.5	33	7.8	675	8.7	72	9.6
Systems, history, or methods	22	0.5	6	0.4	17	1.2	4	0.9	49	0.6	6	0.8
Other, in psychology	268	6.3	75	4.6	45	3.1	16	3.8	404	5.2	37	4.9
Other, not in psychology	55	1.3	13	0.8	22	1.5	7	0.7	97	1.3	14	1.9
Not specified	2	0.0	0	0.0	0	0.0	0	0.0	2	0.0	20	2.7

Note. Some U.S. departments (N = 28) and Canadian departments (N = 4) responded to the survey but did not provide any information as to the characteristics of their faculty and are not included in this table. The data presented here are based on information provided by departments and thus underestimate the population of faculty. It also should be noted that percentages may not sum to 100.0% due to rounding.

Table 3

Characteristics of Full-Time vs. Part-Time Faculty
in U.S. Graduate Departments of Psychology: 1984-85

Characteristic	Doctoral Departments (N=247)				Master's Departments (N=131)				All U.S. Departments[a] (N=378)			
	Full-Time		Part-Time		Full-Time		Part-Time		Full-Time		Part-Time	
	N	%	N	%	N	%	N	%	N	%	N	%
Total faculty	4,754		594		1,494		264		6,248		858	
Sex												
Male	3,721	78.3	352	59.3	1,124	75.2	140	53.0	4,845	77.5	492	57.3
Female	1,015	21.4	230	38.7	358	24.0	122	46.2	1,373	22.0	352	41.0
Not specified	18	0.4	12	2.0	12	0.8	2	0.8	30	0.5	14	1.6
Ethnicity												
White	4,382	92.2	539	90.7	1,388	92.9	254	96.2	5,770	92.3	793	92.4
Black	144	3.0	18	3.0	39	2.6	3	1.1	183	2.9	21	2.4
Hispanic	50	1.1	10	1.7	17	1.1	2	0.8	67	1.1	12	1.4
Asian	53	1.1	4	0.8	23	1.5	1	0.4	76	1.2	5	0.6
American Indian	10	0.2	0	0.0	1	0.1	0	0.0	11	0.2	0	0.0
Not specified	115	2.4	23	3.9	26	1.7	4	1.5	141	2.3	27	3.1

Note. These data do not include information on Canadian faculty, given the small number of part-time faculty (N = 78) available for comparison. They also are based on information provided by departments and thus underestimate the population of faculty. Percentages may not sum to 100.0% due to rounding.

[a]Excluded from this table are the data for faculty with joint appointments (N = 583) and those whose employment status was not reported (N = 43). In addition, some U.S. departments (N = 28) responded to the survey but did not provide information on their faculty.

Within U.S. departments, little change has occurred since 1980-81 in the percentages of ethnic minority faculty in graduate psychology departments. As in past years, the highest percentage of minority faculty (7.0%) and, in particular, black faculty (4.4%), are employed by private doctoral departments. In contrast to previous surveys, this year's results indicate that master's departments in private colleges and universities have the lowest percentage of ethnic minority faculty (3.1%). The distinct possibility exists, however, that these findings may be at least partly due to the lower response rate for this group of departments.

Full-time versus part-time faculty. With regard to full-time faculty, the percentage of ethnic minorities totals 5.4% versus 4.4% for part-time individuals (see Table 3). In doctoral departments, little difference with regard to employment status appears (5.4% for full-time vs. 5.5% for part-time) while master's departments show a greater discrepancy (5.3% for full-time vs. 2.3% for part-time faculty).

Subfield

Also presented in Table 2 is the distribution of faculty by subfield. Here one can see the sizable practice component of U.S. graduate education in psychology; in fact, if all three practice specialties (i.e., clinical, counseling, and school psychology) are combined, approximately one out of every three faculty members are in this subfield cluster as compared to only one out of every five Canadian faculty.

The largest percentage of faculty in both U.S. and Canadian departments remains in clinical psychology (23.2% and 19.9%, respectively). This is not surprising, given that at least 37% of all new doctorates produced in psychology each year since 1960 has been awarded in this subfield.

For the research specialties, the major subfields of U.S. and Canadian faculty are experimental, developmental, and social psychology. These results are similar to those found in previous surveys and mirror the distributions of major subfields for graduate programs and doctoral psychologists.

When U.S. departments are analyzed by highest degree offered and type of institution, the distribution patterns of faculty across various subfields reveal little differences. The major exception is that both doctoral and master's departments in private institutions employ higher percentages of clinical faculty. Doctoral departments in general tend to have slightly larger percentages of cognitive, developmental, and social psychologists as faculty members while faculty in master's departments are more likely to be in the areas of educational and industrial/organizational psychology. These latter results in general match the employment opportunities in these subfields for individuals trained at the master's level.

Employment Characteristics of Faculty

Employment Status

Results depicting the employment status of faculty in U.S. and Canadian departments are shown in Table 4. As can be seen, Canadian departments employ a slightly higher percentage of full-time faculty (83.7%) than do departments in U.S. institutions (80.8%). The practice of "sharing" faculty with other academic units (i.e., joint appointments), however, appears somewhat more common in U.S. departments. When compared to past Departmental Survey results, the percentage of part-time faculty in U.S. departments rose slightly (11.1%) in 1984-85 from its previous levels (9.6% in 1982-83 and 9.8% in 1983-84). It is interesting to note that the results of the 1983 Doctorate Employment Survey (Fulcher, Pion, & Stapp, 1985) showed an increase in the percentage of part-time employed individuals reporting their primary employment position to be in an academic setting (i.e., 17.4% of the 1983 doctorate recipients vs. 12.8% of those awarded doctorates in 1982). These results from two different surveys may suggest a recent change in the hiring practices of academic institutions.

The percentage of part-time faculty in U.S. departments remains almost twice as high in private as compared to public institutions (19.1% vs. 8.2%). Faculty with joint appointments are least often found in public master's departments (4.2%).

Academic Rank and Years in Rank

Also presented in Table 4 is information on the academic rank and length of time within a rank. Comparing all U.S. departments with those in Canadian institutions, some marked differences appear. Departments in U.S. institutions are much more heavily populated with full professors than Canadian departments (44.6% vs. 32.4%) and particularly with those who have held this rank for 12 or more years. Canadian units have higher percentages of both associate professors overall (40.0% vs. 27.5%) and of those with at least 6 years in rank (23.8% vs. 13.7%). In contrast, the percentages of junior faculty (i.e., assistant professors and lecturers/instructors) in both U.S. and Canadian graduate psychology departments are almost identical.

Different patterns emerge for various subgroups of U.S. departments. With respect to doctoral departments, those located in public institutions tend to have higher percentages of faculty in the full and associate professor ranks (48.5% and 28.1%) than their private institution counterparts (39.9% and 24.6%). Faculty in these ranks in public institutions are also slightly more likely to have held their current rank for at least 6 years. In contrast, 29.4% of the faculty in private doctoral departments are assistant professors, instructors, or lecturers vs. only 22.5% of the faculty in public doctoral departments. Similar patterns hold true when comparing master's programs in public and private colleges and universities.

Table 4

Employment Characteristics of Faculty in U.S. and Canadian Departments of Psychology: Employment Status, Academic Rank and Years in Rank, Tenure Status, and New Appointments

Employment Characteristic	U.S. Departments								All U.S. Departments		All Canadian Departments	
	Doctoral				Master's							
	Public (N = 169)		Private (N = 78)		Public (N = 96)		Private (N = 35)		(N = 378)		(N = 22)	
	N	%	N	%	N	%	N	%	N	%	N	%
Total faculty	4,239		1,633		1,436		424		7,732		748	
Employment status												
Full-time	3,504	82.7	1,250	76.5	1,245	86.7	249	58.7	6,248	80.8	626	83.7
Joint appointment	367	8.7	121	7.4	60	4.2	35	8.3	583	7.5	39	5.2
Part-time	339	8.0	255	15.6	126	8.8	138	32.5	858	11.1	78	10.4
Not specified	29	0.7	7	0.4	5	0.3	2	0.5	43	0.6	5	0.7
Academic rank & years in rank												
Full professor												
At least 12 yrs. in rank	952	22.5	331	20.3	271	18.9	44	10.4	1,598	20.7	69	9.2
6 - 11 years in rank	610	14.4	155	9.5	212	14.8	23	5.4	1,000	12.9	93	12.4
3 - 5 years in rank	280	6.6	83	5.1	79	5.5	11	2.6	453	5.9	39	5.2
Less than 3 yrs. in rank	213	5.0	82	5.0	79	5.5	20	4.7	394	5.1	42	5.6
Total	2,055	48.5	651	39.9	641	44.7	98	23.1	3,445	44.6	243	32.4
Associate professor												
At least 6 yrs. in rank	595	14.0	180	11.0	220	15.3	61	14.4	1,056	13.7	178	23.8
3 - 5 years in rank	340	8.0	103	6.3	98	6.8	28	6.6	569	7.4	64	8.6
Less than 3 yrs. in rank	257	6.1	119	7.3	91	6.3	25	5.9	492	6.4	57	7.6
Total	1,192	28.1	402	24.6	409	28.4	114	26.9	2,117	27.5	299	40.0
Assistant professor												
At least 3 yrs. in rank	395	9.3	187	11.5	158	11.0	50	11.8	790	10.2	83	11.1
Less than 3 yrs. in rank	344	8.1	164	10.0	112	7.8	44	10.4	664	8.6	61	8.2
Total	739	17.4	351	21.5	270	18.8	94	22.2	1,454	18.8	144	19.3
Lecturer or Instructor												
At least 3 yrs. in rank	80	1.9	62	3.8	41	2.9	60	14.2	243	3.1	11	1.5
Less than 3 yrs. in rank	135	3.2	67	4.1	58	4.0	39	9.2	299	3.9	34	4.5
Total	215	5.1	129	7.9	99	6.9	99	23.4	542	7.0	45	6.0
Not specified	38	0.9	100	6.1	17	1.2	19	4.5	174	2.3	17	2.3
Tenure status												
Tenured	3,010	71.0	902	55.2	1,079	75.1	195	46.0	5,186	67.1	578	77.3
Not tenured but on track	627	14.8	306	18.7	191	13.3	68	16.0	1,192	15.4	69	9.2
Not tenured & not on track	435	10.3	222	13.6	153	10.7	137	32.3	947	12.2	96	12.8
Not specified	167	3.9	203	12.4	13	0.9	24	5.7	407	5.3	5	0.7
New appointment for 1984-85												
Yes	208	4.9	87	5.3	51	3.6	28	6.6	374	4.8	52	7.0

Note. These data do not include 28 U.S. departments and 4 Canadian departments which did not provide faculty information. Moreover, they are based on information provided by departments that responded to the survey and thus underestimate the population of faculty. Percentages may not sum to 100.0% due to rounding.

Tenure Status

Despite problems with missing data, particularly for private U.S. institutions, Table 4 suggests that Canadian faculty are much more likely to be tenured than those in U.S. institutions (77.3% vs. 67.1%). At the same time, however, a higher percentage of faculty in U.S. departments hold tenure-track positions (15.4%). Among U.S. doctoral and master's departments, it appears that faculty in private institutions are somewhat less likely to be tenured but more likely to be on tenure track appointments than their colleagues in public institutions. For the most part, smaller percentages of the faculty have neither tenured nor tenure-track appointments, with the exception of private master's departments where almost one-third of the faculty are in this group.

New Appointments

In Table 4, it can be seen that 4.8% of the U.S. faculty and 7.0% of the Canadian faculty were new appointments in 1984-85. These percentages are similar to those obtained in the previous year's survey, with the only major change being a slight increase in hiring by private master's departments (4.2% in 1983-84 vs. 6.6% in 1984-85).

A closer look at the general characteristics of these new appointments reveals that approximately 43% were faculty in the three practice specialties (i.e., clinical, counseling, and school psychology). This is a slightly larger percentage than that obtained in the previous year (39.9%). In addition, there was a slim increase in the percentage of new appointments at the associate professor level (12.3% in 1984-85 vs. 9.4% in 1983-84) apparently at the expense of hiring new assistant professors (66.5% vs. 71.8%, respectively). The percentage of new appointments at the rank of full professor remained relatively stable (8-9%) for both years.

Faculty Salaries

One of the primary functions of the Departmental Survey is to collect data on faculty salaries for use by department chairs in budget planning and salary negotiations. Summary results on full-time faculty salaries and those of starting faculty, department chairs, and other administrative positions within psychology departments are presented in Tables 5 and 6. For U.S. departments, reported salaries are for 9-10 months while Canadian figures represent 12-month salaries. Any comparison between U.S. and Canadian departments must take into account this differential salary basis, along with the fact that Canadian salaries represent earnings in Canadian dollars.

Salaries for Full-time Faculty

Detailed breakdowns of 1984-85 salaries for full-time faculty (Stapp, Wicherski, & Pion, 1984) were sent to chairs in January 1984, and a brief summary of these results is depicted in Table 5.

As can be seen, faculty salaries in U.S. doctoral departments tend to be higher in general than those in master's departments across all ranks. Within doctoral departments, median salaries in private institutions

Table 5

Salaries for Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1984-85

Academic Rank and Years in Rank	Salaries (9-10 month) for Faculty in U.S. Departments				Salaries (12 months) for Faculty in All Canadian Departments
	Doctoral		Master's		
	Public (N = 165)	Private (N = 49)	Public (N = 95)	Private (N = 32)	(N = 21)
Full professor:					
At least 12 years in rank					
Median:	$44,000	$48,200	$37,000	$41,600	$64,700
Q1:	$37,800	$41,250	$34,950	$35,350	$60,300
Q3:	$51,000	$55,800	$39,600	$47,750	$70,600
N:	807	229	237	33	61
6 - 11 years in rank:					
Median:	$39,750	$40,600	$34,750	$38,000	$57,000
Q1:	$35,075	$36,600	$31,900	$33,675	$54,000
Q3:	$45,825	$47,500	$37,700	$43,000	$60,900
N:	546	115	198	18	79
3 - 5 years in rank:					
Median:	$37,350	$39,200	$34,100	$30,300	$49,200
Q1:	$34,000	$35,000	$30,850	$28,525	$45,900
Q3:	$42,175	$43,650	$37,675	$32,950	$54,575
N:	240	61	72	10	34
Less than 3 years in rank:					
Median:	$35,500	$37,650	$31,700	$31,800	$45,600
Q1:	$31,600	$32,850	$28,225	$29,000	$44,500
Q3:	$38,300	$42,150	$33,575	$36,725	$50,500
N:	179	60	72	18	38
Associate professor:					
At least 6 years in rank:					
Median:	$30,800	$32,400	$30,000	$30,900	$46,600
Q1:	$27,900	$28,400	$27,500	$26,425	$42,950
Q3:	$34,000	$35,300	$32,200	$34,600	$49,900
N:	497	139	207	44	141
3 - 5 years in rank:					
Median:	$29,500	$30,500	$27,900	$28,800	$39,150
Q1.	$27,200	$28,000	$25,400	$25,050	$37,725
Q3:	$32,750	$33,500	$29,550	$31,325	$41,950
N:	277	83	93	22	56
Assistant professor:					
At least 3 years in rank:					
Median:	$24,100	$25,000	$24,000	$24,000	$33,200
Q1:	$22,400	$22,775	$21,700	$21,700	$31,575
Q3:	$26,025	$26,800	$26,200	$26,300	$37,300
N:	322	138	139	31	68
Less than 3 years in rank:					
Median:	$22,600	$23,500	$21,100	$22,000	$29,250
Q1:	$21,500	$21,500	$19,700	$19,500	$28,000
Q3:	$24,200	$25,325	$23,000	$24,500	$32,000
N:	275	126	99	29	42
Lecturer or instructor:					
At least 3 years in rank:					
Median:	$25,500	$28,650	$27,250	-	$29,850
Q1:	$22,300	a	$19,675	-	a
Q3:	$30,400	a	$33,775	-	a
N:	17	4	14	0	4
Less than 3 years in rank:					
Median:	$22,000	$24,300	$18,400	$18,000	$27,800
Q1:	$20,000	$23,600	$17,000	$ 9,000	a
Q3:	$23,000	$27,950	$20,200	$19,000	a
N:	31	9	17	5	3

Note. Dollar amounts for Canadian departments are reported in Canadian dollars. The N's reported for each rank and length of time within ranks refer to the number of full-time faculty in each category. For more detailed breakdowns of U.S. faculty salaries, see Stapp, Wicherski and Pion (1985).

[a]No figures are reported due to the small number of respondents.

slightly exceed those paid by public institutions. For master's departments, the only consistent difference in salaries between types of institutions is for full professors with at least 6 years in rank; here median salaries are higher in private colleges and universities.

In examining the status of salaries for full-time faculty in graduate psychology departments, it may be useful to look at overall changes in academe. A recent study conducted by the American Association of University Professors ("The Annual Report," 1985) found that the average salary level of college and university professors across all institutions and ranks increased by 6.6% from 1983-84 to 1984-85. When adjustments for price-level increases were made (estimated at roughly 4.0% over the past academic year), the resulting real increase was 2.5%.

Given that the data from the Departmental Survey are for graduate programs, it may be more appropriate to use the results from the AAUP survey for doctoral-level and comprehensive institutions.* Increases in average salary levels across all ranks for the past year were 6.5% (2.1% in real terms) for doctoral-level institutions vs. 7.2% (3.1% in real dollars) for comprehensive insitutions. Using the data from the Departmental Surveys, an average level salary increase based on the mean rather than the median was calculated for use in comparing with the AAUP results. Average level salary changes were obtained separately for doctoral and master's level departments for comparison with AAUP's findings for faculty in doctoral and comprehensive institutions.

The average level salary of faculty in doctoral psychology departments across all ranks increased by 8.2% and 4.1% in real terms from 1983-84 to 1984-85. Similar figures for master's departments was 6.5% and 2.1%. A comparison of these increases with the AAUP data, albeit crude, suggests that faculty in doctoral psychology departments gained in salary recognition this year as compared to faculty in all doctoral-level institutions. In contrast, faculty salary increases in master's level departments, when contrasted with those of their colleagues in comprehensive institutions nationwide, were slightly lower than average.

A graphic portrayal of changes over the past five years in average level salary increases and real increases for faculty in doctoral vs. master's departments is provided in Figures 1A and 1B. As can be seen, real increases in salaries exceeding 3% have not occurred for assistant, associate, and full professors in doctoral departments until this present year and have failed to occur in master's departments. No rank has consistently fared better than most, and attention still needs to be devoted to enhancing the salaries of assistant, associate and full professors so as to attract and retain faculty members.

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*"Doctoral-level" institutions are those which have a significant level and breadth of activity in doctoral education as evidenced by their awarding at least 30 doctoral degrees during the past year from three or more doctoral-level programs. "Comprehensive" institutions includes those which grant fewer than thirty doctorates or which offer fewer than three doctoral-level programs. These institutions must award at least 30 post-baccalaureate degrees and either grant degrees in three or more post-baccalaureate programs or have an interdisciplinary program at this level.

Salaries for Starting Faculty, Chairs, and Other Administrative Positions

Information on salaries of starting faculty, department chairs, and administrative positions can be found in Table 6. The median salary of new faculty members in U.S. master's departments was $20,000 or 91% of that typically earned by starting faculty members in doctoral departments. This is typical of results from recent surveys which have shown a 5-10% disparity between starting salaries for the two types of departments. The median 1984-85 salary for new faculty members in Canadian departments was $27,050 (reported in Canadian dollars and on a 12-month basis).

These current salary figures are higher than those projected by chairs in the 1983-84 Departmental Survey. Chairpersons continued their previously noted tendency of underestimating the expected salaries of new faculty -- by $1,500 in public doctoral departments and $900-$1,000 for public and private master's departments. Estimates from private doctoral and Canadian chairs were more accurate -- being within $500 of the actual median sum reported in this year's survey.

For 1985-86, department chairs do not foresee significant increases in the starting salaries for new Ph.D.s hired in faculty positions. The expected starting salaries are approximately $500 higher in U.S. public doctoral and private master's departments, $1,000 higher in private doctoral and public master's departments, and $1,200 higher in Canadian departments. However, given chairs' tendency to underestimate, these projections may be conservative.

Department chairs in U.S. public and private doctoral departments have median salaries of $44,000 and $43,200 (see Table 6). These can be compared to the median salaries earned by chairs of master's departments -- $36,000 in public institutions and $34,000 in private institutions. Almost half of the public doctoral department chairs are paid more than other faculty members of the same rank and with same number of years experience while only a quarter of the private master's department chairs are paid a higher salary. Seventy-one percent of the department chairs in Canada earn a higher salary than their fellow faculty members of equal rank and experience. For departments that pay their chairs a higher salary, the median percent increase is 6.0% for Canadian chairs, 10.0% for U.S. doctoral departments, 5.0% for chairs of public master's departments, and 12.5% for those chairs of master's departments in private institutions.

Salary comparisons between those holding an administrative position within the department (e.g., Director of Clinical Training) and fellow faculty members with the same rank and the same number of years of experience are also reported in Table 6. In general, salaries in 1984-85 are higher for administrative positions in doctoral departments than those in master's departments. However, it would appear that most faculty holding these positions are not paid on a higher scale than fellow faculty members.

Data on the length of the term for the department chair were also collected in the survey. Consistent with previous results, the distribution of term lengths is bimodal, with 31% of the responding chairs holding a three-year term and 43% being appointed for indefinite terms. Over half of the Canadian department chairs (58%) have a three-year term.

Table 6

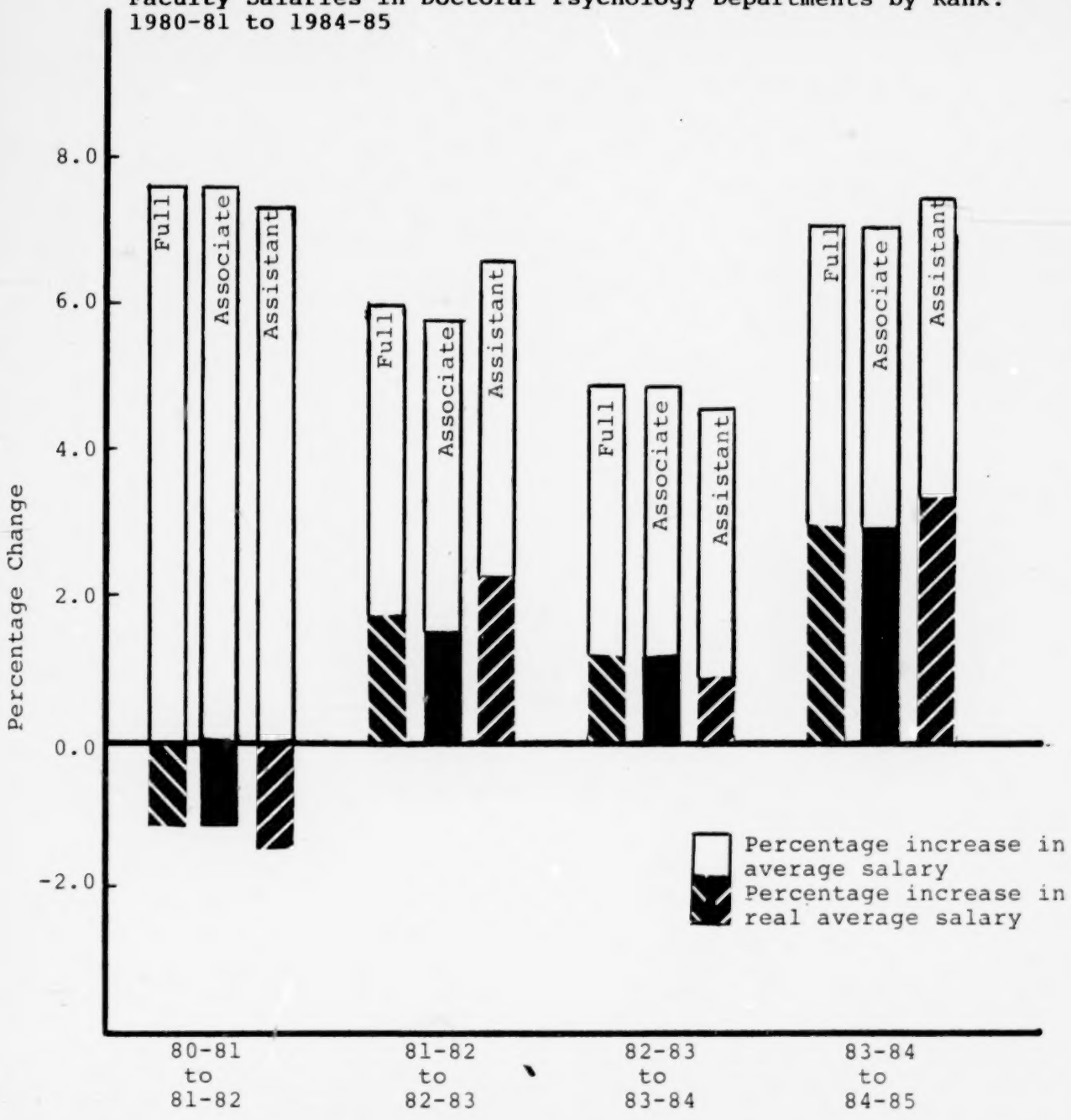
1984-85 Salaries for Starting Faculty, Department Chairs, and Administrative Positions in U.S. and Canadian Departments of Psychology

Questions Regarding Faculty Salaries	U.S. Departments				Canadian Departments
	Doctoral		Master's		
	Public (N = 183)	Private (N = 82)	Public (N = 101)	Private (N = 40)	(N = 24)
"In 1984-85, what was the average (9-10) month) starting salary for a new faculty member who was a recent Ph.D.?"					
Median Salary:	$22,000	$22,000	$20,000	$20,000	$27,050
Q1:	$20,500	$20,000	$19,000	$18,000	$25,500
Q3:	$22,800	$24,000	$21,800	$22,000	$28,750
N:	145	64	86	27	20
"What salary (9-10 month) do you expect you would offer a new Ph.D. in 1985-86?"					
Median Salary:	$22,500	$23,000	$21,000	$20,550	$28,200
Q1:	$21,000	$21,000	$19,875	$18,500	$26,100
Q3:	$23,900	$24,800	$22,050	$23,150	$30,000
N:	137	72	86	30	20
"What is the total 9-10 month salary of the department chair?"					
Median Salary:	$44,000	$43,200	$36,000	$34,000	$52,650
Q1:	$38,400	$38,000	$31,000	$28,600	$46,250
Q3:	$50,200	$53,950	$39,675	$41,200	$57,925
N:	167	70	94	33	18
"Is this salary higher than that typically paid to a faculty member at the same rank and with the same number of years experience?"					
Yes N (%):	88 (48.1%)	35 (42.7%)	39 (38.6%)	10 (25.0%)	17 (70.8%)
No N (%):	79 (43.2%)	38 (46.3%)	56 (55.4%)	25 (62.5%)	5 (20.8%)
No Answer N:	16 (8.7%)	9 (11.0%)	6 (5.9%)	5 (12.5%)	2 (8.3%)
"If yes, how much higher?"					
Median Percent:	10.0%	10.0%	5.0%	12.5%	6.0%
Q1:	5.0%	6.0%	3.8%	3.8%	4.8%
Q3:	11.0%	17.0%	10.0%	18.8%	10.5%
N:	75	29	34	8	10
"What is the average 9-10 month salary of administrative positions within the department such as a director of a special program (e.g., Director of Clinical Training; Director of Experimental Training)?"					
Median Salary:	$36,800	$36,000	$30,000	$25,200	$46,900
Q1:	$32,500	$31,500	$26,900	$23,100	$40,500
Q3:	$42,200	$42,350	$35,000	$31,750	$49,300
N:	127	49	55	12	13
"Is this salary higher than that typically paid to a faculty member of the same rank and with the same number of years experience?"					
Yes N (%):	29 (15.8%)	14 (17.1%)	3 (3.0%)	5 (12.5%)	5 (20.8%)
No N (%):	107 (58.5%)	39 (47.6%)	56 (55.4%)	15 (37.5%)	12 (50.0%)
No answer or N/A:	47 (25.7%)	29 (35.3%)	42 (41.6%)	20 (50.0%)	7 (29.2%)
"If yes, how much higher?"					
Median Percent:	10.0%	11.5%	6.5%	7.5%	4.5%
Q1:	4.0%	5.0%	—	—	—
Q3:	15.0%	18.5%	—	—	—
N:	23	14	2	2	4

Note: Dollar amounts for Canadian departments are reported in Canadian dollars.

Figure 1A

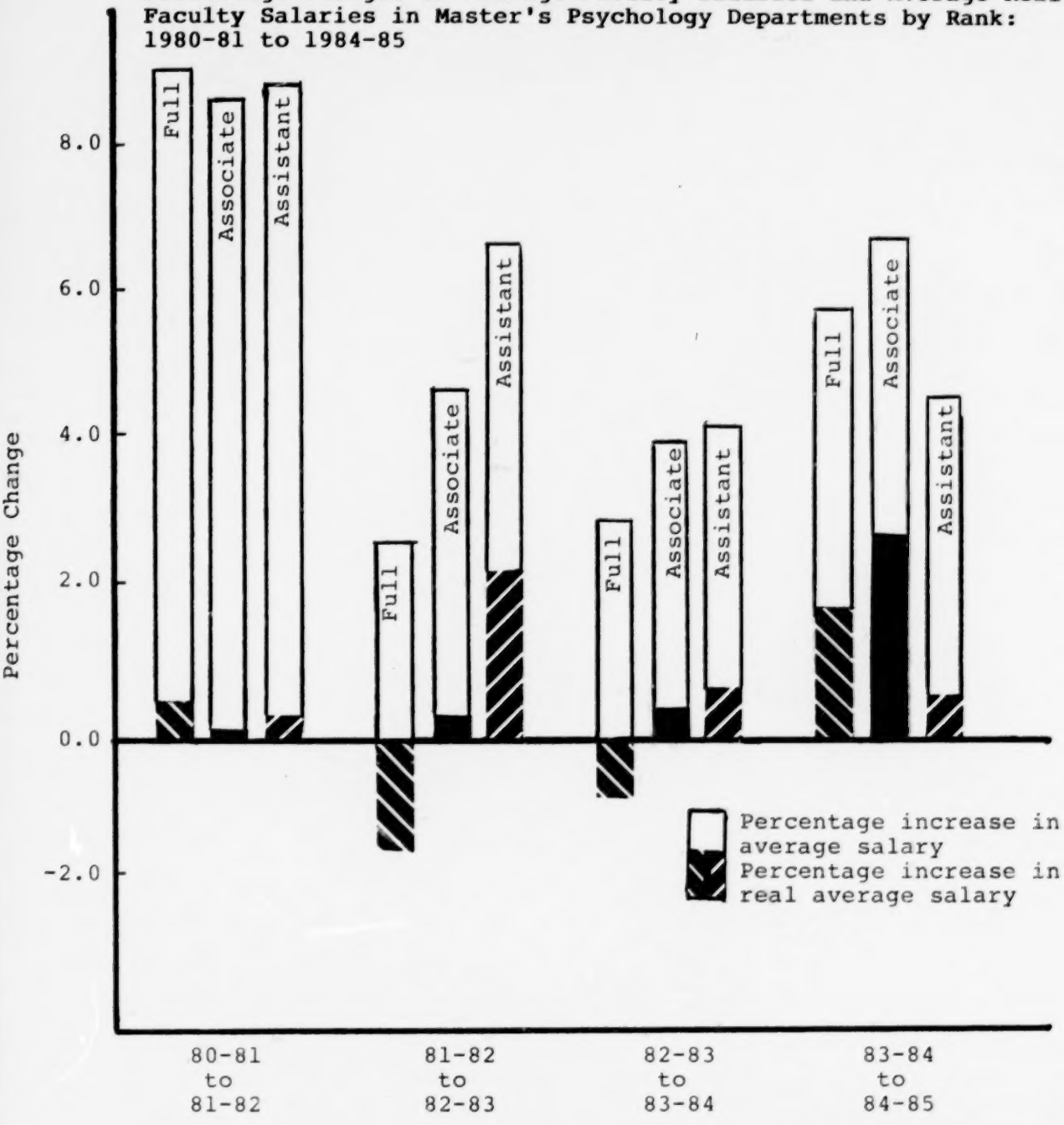
Percentage Changes in Average Faculty Salaries and Average Real Faculty Salaries in Doctoral Psychology Departments by Rank: 1980-81 to 1984-85



Note The percentage increase in real terms is the percentage increase in dollars adjusted for the percentage increase in the Consumer Price Index from the Bureau of Labor Statistics. For the four years examined, this was as follows: 8.7 for 1980-81 to 1981-82; 4.3 for 1981-82 to 1982-83; 3.7 for 1982-83 to 1983-84; and 4.0 for 1983-84 to 1984-85.

Figure 1B

Percentage Changes in Average Faculty Salaries and Average Real Faculty Salaries in Master's Psychology Departments by Rank: 1980-81 to 1984-85



Note. The percentage increase in real terms is the percentage increase in dollars adjusted for the percentage increase in the Consumer Price Index from the Bureau of Labor Statistics. For the four years examined, this was as follows: 8.7 for 1980-81 to 1981-82; 4.3 for 1981-82 to 1982-83; 3.7 for 1982-83 to 1983-84; and 4.0 for 1983-84 to 1984-85.

Graduate Student Enrollments

One important issue in graduate education concerns the representativeness of the graduate student population in terms of sex and ethnicity. The 1984-85 Departmental Survey requested data addressing this question for both full- and part-time students. Similar information was collected on full-time enrollments in the 1980-81 survey, thus allowing a partial glimpse as to the changing composition of our graduate departments over the past few years and the future psychological workforce.

Before discussing the results of the Departmental Survey, it might be advantageous to review some historical data on trends in graduate psychology enrollments. In general, the total number of full- and part-time graduate students in psychology has grown relatively slowly, rising an average of only 1.5% each year from 36,201 in 1975 to 40,205 in 1982 (National Science Foundation, 1984). This growth was slightly less than that which occurred in terms of the total science and engineering graduate enrollments (2.4%), with the mathematical/computer sciences experiencing the highest average annual increase (5.6%) and biological sciences the lowest (0.05%).

During this time period, the number of full-time graduate students slowly inched upward from 24,109 in 1975 to 25,883 in 1982--an annual average increase of 1.0%. Part-time graduate enrollments rose at a somewhat faster rate, increasing each year an average of 2.4%. Both of these rates were lower than that for all science and engineering fields (i.e., 1.8% for full-time students and 3.8% for part-time). These figures indicate that enrollments in graduate psychology programs have not increased dramatically since the mid to late 1970s.

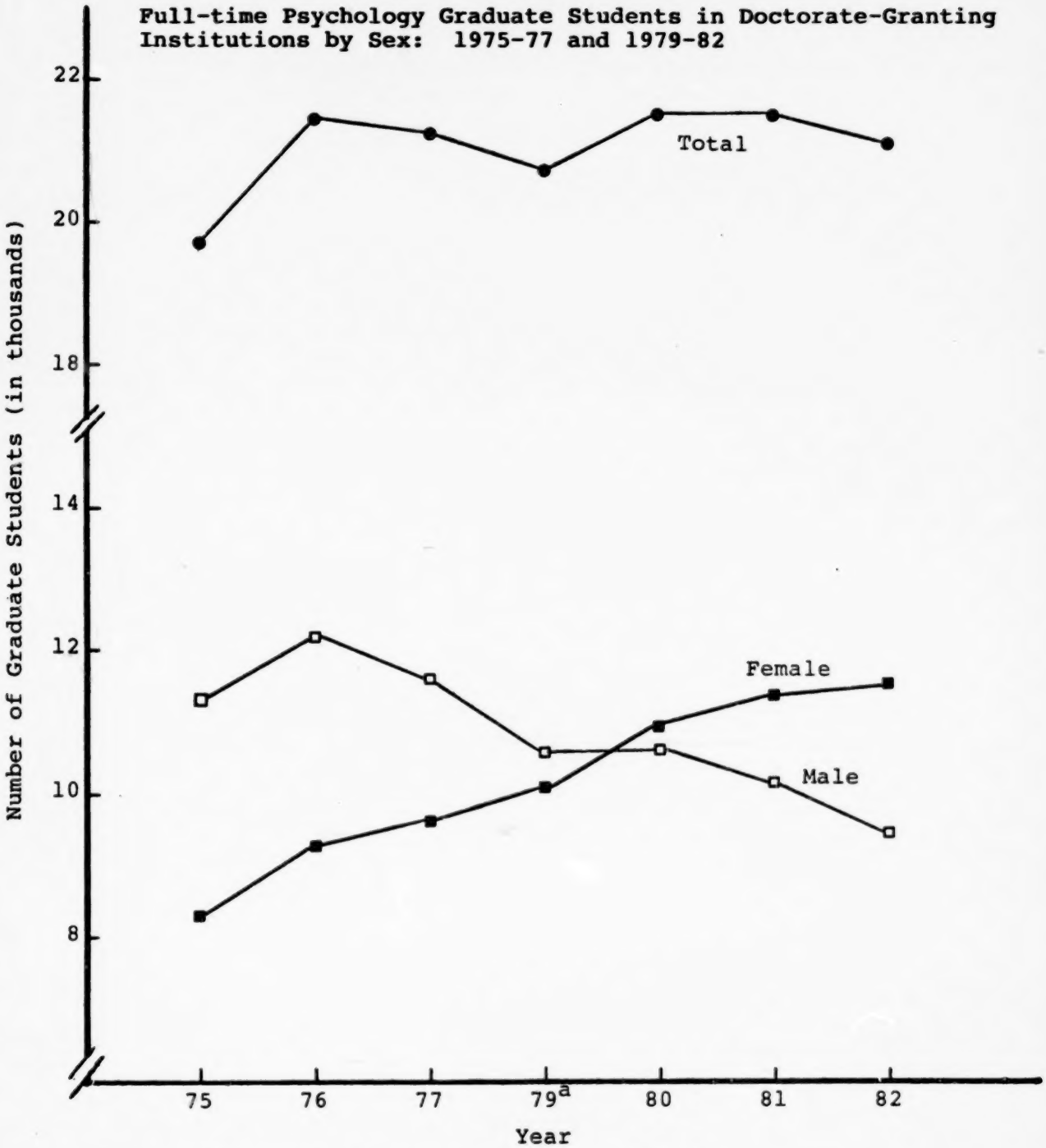
Data from the National Science Foundation also vividly depict the shifting composition of the graduate student body in psychology departments. As Figure 2 shows, while the total number of full-time graduate students in doctorate-granting insitutions has remained relatively stable since 1976, the number of men has steadily declined in contrast to a marked rise in the number of female students. Similar trends hold true for full-time students in master's-granting institutions and part-time enrollments in both doctorate- and master's-granting colleges and universities. The results of the Departmental Survey described below, although more recent and providing data for only two points in time, are informative as to where these changes have been occurring.

Doctoral Enrollments

Full-time enrollments. Table 7 reports the sex and ethnicity of full-time doctoral students. In both U.S. and Canadian doctoral programs, the almost equal percentages of male and female students existing in 1980-81 have radically shifted, particularly within U.S. programs. In 1984-85, males accounted for 42.6% of all full-time doctoral students in U.S. programs--down from 48.7% in 1980-81--and the percentage of females in the past 4 years climbed from 49.0% to 56.1%. Changes in Canadian doctoral enrollments are more difficult to discern, given problems with missing data

Figure 2

Full-time Psychology Graduate Students in Doctorate-Granting Institutions by Sex: 1975-77 and 1979-82



Source: National Science Foundation (1984)

[a]Distribution by sex was not requested in 1978.

Table 7

1984-85 Full-Time Enrollments in Doctoral Degree Programs in U.S. and Canadian Graduate Departments of Psychology: Sex by Race/Ethnicity

Doctoral Degree Programs		Race/Ethnicity						
		White	Black	Hispanic	Asian	American Indian	Not Specified	Total
U.S. Public (N=183):								
Men	N:	4,255	174	154	118	14	305	5,020
	Row %:	(84.8%)	(3.5%)	(3.1%)	(2.2%)	(0.3%)	(6.1%)	(100.0%)
	Column %:	(44.7%)	(33.7%)	(40.6%)	(36.0%)	(40.0%)	(33.4%)	(42.9%)
Women	N:	5,273	343	225	210	21	398	6,470
	Row %:	(81.5%)	(5.3%)	(3.5%)	(3.2%)	(0.3%)	(6.2%)	(100.0%)
	Column %:	(55.3%)	(66.3%)	(59.4%)	(64.0%)	(60.0%)	(43.6%)	(55.3%)
Not specified	N:	0	0	0	0	0	210	210
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(23.0%)	(1.8%)
Total	N:	9,528	517	379	328	35	913	11,700
	Row %:	(81.4%)	(4.4%)	(3.2%)	(2.8%)	(0.3%)	(7.8%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
U.S. Private (N=82):								
Men	N:	2,049	100	89	62	5	151	2,456
	Row %:	(83.4%)	(4.1%)	(3.6%)	(2.5%)	(0.2%)	(6.2%)	(100.0%)
	Column %:	(42.5%)	(33.9%)	(37.1%)	(48.1%)	(55.6%)	(40.6%)	(41.5%)
Women	N:	2,769	195	151	67	4	198	3,384
	Row %:	(81.8%)	(5.8%)	(4.5%)	(2.0%)	(0.1%)	(5.8%)	(100.0%)
	Column %:	(57.5%)	(66.1%)	(62.9%)	(51.9%)	(44.4%)	(53.2%)	(57.7%)
Not specified	N:	0	0	0	0	0	23	23
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(6.2%)	(0.4%)
Total	N:	4,818	295	240	129	9	372	5,863
	Row %:	(82.2%)	(5.0%)	(4.1%)	(2.2%)	(0.2%)	(6.2%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
All U.S. Doctoral Programs (N=265):								
Men	N:	6,304	274	243	180	19	456	7,475
	Row %:	(84.3%)	(3.7%)	(3.2%)	(2.4%)	(0.3%)	(6.1%)	(100.0%)
	Column %:	(44.0%)	(33.7%)	(39.3%)	(39.4%)	(43.2%)	(35.5%)	(42.6%)
Women	N:	8,042	538	376	277	25	596	9,854
	Row %:	(81.6%)	(5.5%)	(3.8%)	(2.8%)	(0.2%)	(6.1%)	(100.0%)
	Column %:	(56.0%)	(66.3%)	(60.7%)	(60.6%)	(56.8%)	(46.4%)	(56.1%)
Not specified	N:	0	0	0	0	0	233	233
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(18.1%)	(1.3%)
Total	N:	14,346	812	619	457	44	1,285	17,563
	Row %:	(81.7%)	(4.6%)	(3.5%)	(2.6%)	(0.3%)	(7.3%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
All Canadian Doctoral Programs (N=20):								
Men	N:	289	0	1	5	0	134	429
	Row %:	(67.4%)	(0.0%)	(0.2%)	(1.2%)	(0.0%)	(31.2%)	(100.0%)
	Column %:	(41.6%)	(0.0%)	(50.0%)	(55.6%)	(0.0%)	(62.6%)	(46.6%)
Women	N:	405	2	1	4	0	60	472
	Row %:	(85.8%)	(0.4%)	(0.2%)	(0.9%)	(0.0%)	(12.7%)	(100.0%)
	Column %:	(58.4%)	(100.0%)	(50.0%)	(44.4%)	(0.0%)	(28.0%)	(51.2%)
Not specified	N:	0	0	0	0	0	20	20
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(9.4%)	(2.2%)
Total	N:	694	2	2	9	0	214	921
	Row %:	(75.4%)	(0.2%)	(0.2%)	(1.0%)	(0.0%)	(23.2%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(0.0%)	(100.0%)	(100.0%)

Note. These data are based on the information provided by departments that responded to the survey and, therefore, underestimate the population of full-time doctoral students. It should also be noted that percentages may not sum to 100.0% due to rounding.

in the earlier survey. In 1984-85, the pattern is the same as for U.S. programs, although slightly less pronounced -- 46.6% of full-time doctoral students are males and 51.2% are females.

Within U.S. institutions, these trends have occurred in both public and private colleges and universities. In fact, the 1984-85 breakdowns by sex reveal reasonably similar percentages of male and female students for programs in each type of institution. This is in contrast to the picture which emerged in 1980-81 where a higher percentage of men were enrolled in public institutions and a higher percentage of women were students in private institutions.

Recent results for race/ethnicity, on the other hand, suggest a pattern of relative stability between 1980-81 and 1984-85. Four years ago, 10.6% of all full-time doctoral students in U.S. psychology programs were minorities. In 1984-85, the percentage of black, Hispanic, Asian, and American Indian students totaled 11.0%. The corresponding figure for Canadian programs is 1.4%. Once again, any comparison with the 1980-81 data would be dubious in this case, given that sex and ethnicity data for almost one-half of the students were not provided by Canadian chairs.

The 1984-85 results show little difference between public and private institutions in terms of the ethnic composition of their full-time doctoral students (10.7% vs. 11.5%, respectively). Comparison of these figures with those obtained four years ago indicate that little change has occurred overall in public institutions (10.8% in 1980-81 vs. 10.7% in 1984-85) whereas in private doctoral programs the total percentage of minority students has risen from 10.1% to 11.5%.

On the whole, the composition of the minority student population in U.S. doctoral programs has remained relatively stable. In 1984-85, 4.6% of the full-time doctoral students were black, 3.5% Hispanic, 2.6% Asian, and 0.3% American Indian. These figures do not differ significantly from the 1980-81 results (i.e., 5.3% blacks, 3.1% Hispanics, 2.0% Asians, and 0.2% American Indians). However, within public doctoral departments, there appears to have been a small decrease in the percentage of black students (5.5% in 1980-81 vs. 4.4% in 1984-85) and a corresponding increase in the percentage of Asian students (1.9% vs. 2.8%, respectively). Although missing data in the earlier survey create a problem, it appears that in private institutions the percentage of Hispanic students has increased slightly from 2.8% in 1980-81 to 4.1% in 1984-85.

Part-time enrollments. In 1984-85, the percentages of men and women who are part-time doctoral students in U.S. graduate psychology programs resemble those reported for full-time students (see Table 8). Although the Ns are small, part-time enrollments in Canadian programs, on the other hand, suggest a somewhat different pattern, with 51% of the students being men.

Ethnicity data reveal a smaller percentage of minorities enrolled as part-time doctoral students (8.5%). The corresponding figure for Canadian institutions is 2.3%. Given that no similar data were collected in the 1980-81 Departmental Survey, determination of trends cannot be performed at this time.

Table 8

1984-85 Part-Time Enrollments in Doctoral Degree Programs in U.S. and Canadian Graduate Departments of Psychology: Sex by Race/Ethnicity

Doctoral Degree Programs		Race/Ethnicity						
		White	Black	Hispanic	Asian	American Indian	Not Specified	Total
U.S. Public (N=183):								
Men	N:	919	54	15	13	4	62	1,067
	Row %:	(86.1%)	(5.1%)	(1.4%)	(1.2%)	(0.4%)	(5.8%)	(100.0%)
	Column %:	(42.9%)	(34.4%)	(34.1%)	(43.3%)	(57.1%)	(33.2%)	(41.6%)
Women	N:	1,223	103	29	17	3	78	1,453
	Row %:	(84.1%)	(7.1%)	(2.0%)	(1.2%)	(0.2%)	(5.4%)	(100.0%)
	Column %:	(57.1%)	(65.6%)	(65.9%)	(56.7%)	(42.9%)	(41.7%)	(56.6%)
Not specified	N:	0	0	0	0	0	47	47
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(25.1%)	(1.8%)
Total	N:	2,142	157	44	30	7	187	2,567
	Row %:	(83.4%)	(6.1%)	(1.7%)	(1.2%)	(0.3%)	(7.3%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
U.S. Private (N=82):								
Men	N:	598	37	15	2	1	170	823
	Row %:	(72.7%)	(4.5%)	(1.8%)	(0.2%)	(0.1%)	(20.7%)	(100.0%)
	Column %:	(46.0%)	(42.0%)	(42.9%)	(20.0%)	(50.0%)	(33.9%)	(42.5%)
Women	N:	703	51	20	8	1	181	964
	Row %:	(72.9%)	(5.3%)	(2.1%)	(0.8%)	(0.1%)	(18.8%)	(100.0%)
	Column %:	(54.0%)	(58.0%)	(57.1%)	(80.0%)	(50.0%)	(36.1%)	(49.8%)
Not specified	N:	0	0	0	0	0	150	150
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(30.0%)	(7.7%)
Total	N:	1,301	88	35	10	2	501	1,937
	Row %:	(67.2%)	(4.5%)	(1.8%)	(0.5%)	(0.1%)	(25.9%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
All U.S. Doctoral Programs (N=265):								
Men	N:	1,517	91	30	15	5	232	1,890
	Row %:	(80.2%)	(4.8%)	(1.6%)	(0.8%)	(0.3%)	(12.3%)	(100.0%)
	Column %:	(44.1%)	(37.1%)	(38.0%)	(37.5%)	(55.6%)	(33.7%)	(42.0%)
Women	N:	1,926	154	49	25	4	259	2,417
	Row %:	(79.7%)	(6.4%)	(2.0%)	(1.0%)	(0.2%)	(10.7%)	(100.0%)
	Column %:	(55.9%)	(62.9%)	(62.0%)	(62.5%)	(44.4%)	(37.7%)	53.7%)
Not specified	N:	0	0	0	0	0	197	197
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(28.6%)	(4.3%)
Total	N:	3,443	245	79	40	9	688	4,504
	Row %:	(76.4%)	(5.4%)	(1.8%)	(0.9%)	(0.2%)	(15.3%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
All Canadian Doctoral Programs (N=20):								
Men	N:	39	0	0	2	0	24	65
	Row %:	(60.0%)	(0.0%)	(0.0%)	(3.1%)	(0.0%)	(36.9%)	(100.0%)
	Column %:	(47.6%)	(0.0%)	(0.0%)	(66.6%)	(0.0%)	(55.8%)	(50.8%)
Women	N:	43	0	0	1	0	11	55
	Row %:	(78.2%)	(0.0%)	(0.0%)	(1.8%)	(0.0%)	(20.0%)	(100.0%)
	Column %:	(52.4%)	(0.0%)	(0.0%)	(33.3%)	(0.0%)	(25.6%)	(43.0%)
Not specified	N:	0	0	0	0	0	8	8
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(18.6%)	(6.2%)
Total	N:	82	0	0	3	0	43	128
	Row %:	(64.1%)	(0.0%)	(0.0%)	(2.3%)	(0.0%)	(33.6%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(0.0%)	(100.0%)	(100.0%)

Note. These data are based on the information provided by departments that responded to the survey and, therefore, underestimate the population of part-time doctoral students. It should also be noted that percentages may not sum to 100.0% due to rounding.

Master's Enrollments

Full-time enrollments. Enrollment data for full-time master's students are shown in Table 9. Compared with doctoral students, the sex and ethnicity of master's students were slightly less likely to be provided by chairs, particularly for Canadian institutions. For all U.S. master's programs, the percentage of female students is 62.2% -- higher than that reported for doctoral programs. If the students whose sex was not specified by Canadian chairs are excluded, the percentage of women master's students is almost identical (62.8%).

There appears to be only a slight difference between U.S. public and private master's programs in terms of the percentages of male and female graduate students (see Table 9). However, this may be an artifact, given that public masters' programs were much less likely to provide the requested data.

The percentage of minorities enrolled in U.S. master's programs is 10.4% in 1984-85. There is little difference between public and private institutions.

Problems with missing data also affect the ability to make comparisons of recent percentages with those obtained in the 1980-81 Departmental Survey. In 1980-81, there were 33.8% male and 50.6% female full-time master's enrollments, with 15.6% not specified. The sex of 12.4% of the students in public master's programs was not reported and 26.5% in private master's programs. As such, this lack of data prevents the determination of trends with any reasonable level of confidence.

Part-time enrollments. Similar to full-time enrollments, women constitute 61.8% of all part-time enrollments in U.S. master's programs (see Table 10). A higher percentage is found in Canadian programs--64.2%. Within U.S. programs, there is a difference between public and private institutions, the percentage of female students in public colleges and universities is 63.3% vs. 57.0% in private institutions.

Ethnic minorities account for 9.6% of all part-time master's enrollments in U.S. programs, and a slightly higher percentage is found in public institutions (10.4%).

Enrollments in the Practice vs. Research Specialties

The 1984-85 Departmental Survey also requested that chairs provide sex and ethnicity data for their currently enrolled students by general program area -- i.e., practice specialties (clinical, counseling, and school psychology) and research specialties (e.g., experimental, developmental, and social psychology). Tables 11, 12, and 13 report the results by enrollment status separately for doctoral and master's students. Given the small numbers of part-time students enrolled in Canadian programs, only full-time enrollments are reported.

Doctoral enrollments. In 1984-85, the distributions of full-time doctoral students enrolled in U.S. programs by sex were different in the practice vs. research specialties (see Table 11). Whereas 58.2% of full-time doctoral enrollments in clinical, counseling, and school psychology

Table 9

1984-85 Full-Time Enrollments in Master's Degree Programs in U.S. and Canadian Graduate Departments of Psychology: Sex by Race/Ethnicity

Master's Degree Programs		Race/Ethnicity						
		White	Black	Hispanic	Asian	American Indian	Not Specified	Total
U.S. Public (N=218):								
Men	N:	1,826	117	84	49	8	103	2,187
	Row %:	(83.5%)	(5.4%)	(3.8%)	(2.2%)	(0.4%)	(4.7%)	(100.0%)
	Column %:	(34.0%)	(35.0%)	(38.5%)	(31.1%)	(36.4%)	(13.8%)	(32.0%)
Women	N:	3,546	217	134	99	14	214	4,224
	Row %:	(84.0%)	(5.1%)	(3.2%)	(2.3%)	(0.3%)	(5.1%)	(100.0%)
	Column %:	(66.0%)	(65.0%)	(61.5%)	(66.9%)	(63.6%)	(28.6%)	(61.7%)
Not specified	N:	0	0	0	0	0	430	430
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(57.6%)	(6.3%)
Total	N:	5,372	334	218	148	22	747	6,841
	Row %:	(78.5%)	(4.9%)	(3.2%)	(2.2%)	(0.3%)	(10.9%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
U.S. Private (N=77):								
Men	N:	444	49	10	17	3	154	677
	Row %:	(65.6%)	(7.2%)	(1.5%)	(2.5%)	(0.4%)	(22.8%)	(100.0%)
	Column %:	(38.5%)	(40.8%)	(28.6%)	(45.9%)	(50.0%)	(25.8%)	(34.7%)
Women	N:	709	71	25	20	3	414	1,242
	Row %:	(57.1%)	(5.7%)	(2.0%)	(1.6%)	(0.3%)	(33.3%)	(100.0%)
	Column %:	(61.5%)	(59.1%)	(71.4%)	(54.1%)	(50.0%)	(69.2%)	(63.7%)
Not specified	N:	0	0	0	0	0	30	30
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(5.0%)	(1.6%)
Total	N:	1,153	120	35	37	6	598	1,949
	Row %:	(59.2%)	(6.1%)	(1.8%)	(1.9%)	(0.3%)	(30.7%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
All U.S. Master's Programs (N=295):								
Men	N:	2,270	166	94	66	11	257	2,864
	Row %:	(79.2%)	(5.8%)	(3.3%)	(2.3%)	(0.4%)	(9.0%)	(100.0%)
	Column %:	(34.8%)	(36.6%)	(37.2%)	(35.7%)	(39.3%)	(19.1%)	(32.6%)
Women	N:	4,255	288	159	119	17	628	5,466
	Row %:	(77.8%)	(5.3%)	(2.9%)	(2.2%)	(0.3%)	(11.5%)	(100.0%)
	Column %:	(65.2%)	(63.4%)	(62.8%)	(64.3%)	(60.7%)	(46.7%)	(62.2%)
Not specified	N:	0	0	0	0	0	460	460
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(34.2%)	(5.2%)
Total	N:	6,525	454	253	185	28	1,345	8,790
	Row %:	(74.2%)	(5.2%)	(2.9%)	(2.1%)	(0.3%)	(15.3%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
All Canadian Master's Programs (N=23):								
Men	N:	216	3	3	3	1	55	281
	Row %:	(76.9%)	(1.1%)	(1.1%)	(1.1%)	(0.3%)	(19.6%)	(100.0%)
	Column %:	(33.5%)	(60.0%)	(50.0%)	(37.5%)	(50.0%)	(24.1%)	(31.5%)
Women	N:	428	2	3	5	1	36	475
	Row %:	(90.1%)	(0.4%)	(0.6%)	(1.1%)	(0.2%)	(7.6%)	(100.0%)
	Column %:	(66.5%)	(40.0%)	(50.0%)	(62.5%)	(50.0%)	(15.8%)	(53.2%)
Not specified	N:	0	0	0	0	0	137	137
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(60.1%)	(15.3%)
Total	N:	644	5	6	8	2	228	893
	Row %:	(72.1%)	(0.6%)	(0.7%)	(0.9%)	(0.2%)	(25.5%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)

Note. These data are based on the information provided by departments that responded to the survey and, therefore, underestimate the population of full-time master's students. It should also be noted that percentages may not sum to 100.0% due to rounding.

Table 10

1984-85 Part-Time Enrollments in Master's Degree Programs in U.S. and Canadian Graduate Departments of Psychology: Sex by Race/Ethnicity

Master's Degree Programs		Race/Ethnicity						
		White	Black	Hispanic	Asian	American Indian	Not Specified	Total
U.S. Public (N=218):								
Men	N:	1,817	133	72	20	15	116	2,173
	Row %:	(83.6%)	(6.1%)	(3.3%)	(0.9%)	(0.7%)	(5.4%)	(100.0%)
	Column %:	(34.9%)	(36.2%)	(38.3%)	(33.3%)	(35.7%)	(24.7%)	(34.3%)
Women	N:	3,386	234	116	40	27	204	4,007
	Row %:	(84.5%)	(5.8%)	(2.9%)	(1.0%)	(0.7%)	(5.1%)	(100.0%)
	Column %:	(65.1%)	(63.8%)	(61.7%)	(66.7%)	(64.3%)	(43.4%)	(63.3%)
Not specified	N:	0	0	0	0	0	150	150
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(31.9%)	(2.4%)
Total	N:	5,203	367	188	60	42	470	6,330
	Row %:	(82.2%)	(5.8%)	(3.0%)	(0.9%)	(0.7%)	(7.4%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
U.S. Private (N=77):								
Men	N:	376	37	8	3	0	205	629
	Row %:	(59.8%)	(5.9%)	(1.3%)	(0.5%)	(0.0%)	(32.5%)	(100.0%)
	Column %:	(35.1%)	(38.1%)	(28.6%)	(15.8%)	(0.0%)	(25.1%)	(30.9%)
Women	N:	695	60	20	16	2	367	1,160
	Row %:	(59.9%)	(5.2%)	(1.7%)	(1.4%)	(0.2%)	(31.6%)	(100.0%)
	Column %:	(64.9%)	(61.9%)	(71.4%)	(84.2%)	(100.0%)	(44.9%)	(57.0%)
Not specified	N:	0	0	0	0	0	245	245
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(30.0%)	(12.1%)
Total	N:	1,071	97	28	19	2	817	2,034
	Row %:	(52.6%)	(4.8%)	(1.4%)	(0.9%)	(0.1%)	(40.2%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
All U.S. Master's Programs (N=295):								
Men	N:	2,193	170	80	23	15	321	2,802
	Row %:	(78.3%)	(6.1%)	(2.8%)	(0.8%)	(0.5%)	(11.5%)	(100.0%)
	Column %:	(35.0%)	(36.6%)	(37.0%)	(29.1%)	(34.1%)	(24.9%)	(33.5%)
Women	N:	4,081	294	136	36	29	571	5,167
	Row %:	(79.0%)	(5.7%)	(2.6%)	(1.1%)	(0.6%)	(11.0%)	(100.0%)
	Column %:	(65.0%)	(63.4%)	(63.0%)	(70.9%)	(65.9%)	(44.4%)	61.8%)
Not specified	N:	0	0	0	0	0	395	395
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(30.7%)	(4.7%)
Total	N:	6,274	464	216	79	44	1,287	8,364
	Row %:	(75.0%)	(5.6%)	(2.6%)	(0.9%)	(0.5%)	(15.4%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
All Canadian Master's Programs (N=23):								
Men	N:	67	0	0	0	0	0	67
	Row %:	(100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)
	Column %:	(30.6%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(27.9%)
Women	N:	152	1	0	0	0	1	154
	Row %:	(98.7%)	(0.5%)	(0.0%)	(0.0%)	(0.0%)	(0.5%)	(100.0%)
	Column %:	(69.4%)	(100.0%)	(0.0%)	(0.0%)	(0.0%)	(5.0%)	(64.2%)
Not specified	N:	0	0	0	0	0	19	19
	Row %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)
	Column %:	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(95.0%)	(7.9%)
Total	N:	219	1	0	0	0	20	240
	Row %:	(91.3%)	(0.4%)	(0.0%)	(0.0%)	(0.0%)	(8.3%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(0.0%)	(0.0%)	(0.0%)	(100.0%)	(100.0%)

Note. These data are based on the information provided by departments that responded to the survey and, therefore, underestimate the population of part-time master's students.

Table 11

1984-85 Graduate Student Enrollment in Doctoral Degree Programs in U.S. Departments of Psychology and Associated Fields by Sex and Race/Ethnicity: Practice vs. Research Specialties

Doctoral Degree Programs		Race/Ethnicity						
		White	Black	Hispanic	Asian	American Indian	Not Specified	Total[a]
Full-Time Doctoral Students:								
Practice Specialties (N=265)								
Men	N:	3,666	190	160	53	14	277	4,360
	Row %:	(84.1%)	(4.3%)	(3.7%)	(1.2%)	(0.3%)	(6.4%)	(100.0%)
	Column %:	(43.0%)	(33.2%)	(37.8%)	(29.6%)	(41.2%)	(40.6%)	(41.8%)
Women	N:	4,865	382	2o3	126	20	405	6,061
	Row %:	(80.3%)	(6.3%)	(4.3%)	(2.1%)	(0.3%)	(6.7%)	(100.0%)
	Column %:	(57.0%)	(66.8%)	(62.2%)	(70.4%)	(58.8%)	(59.4%)	(58.2%)
Total	N:	8,531	572	423	179	34	682	10,421
	Row %:	(81.9%)	(5.5%)	(4.1%)	(1.7%)	(0.3%)	(6.5%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
Research Specialties (N=265)								
Men	N:	2,638	84	83	127	5	179	3,116
	Row %:	(84.7%)	(2.7%)	(2.7%)	(4.0%)	(0.2%)	(5.7%)	(100.0%)
	Column %:	(45.4%)	(35.0%)	(42.3%)	(45.7%)	(50.0%)	(48.4%)	(45.1%)
Women	N:	3,177	156	113	151	5	191	3,793
	Row %:	(83.8%)	(4.1%)	(3.0%)	(A.0%)	(0.1%)	(5.0%)	(100.0%)
	Column %:	(54.6%)	(65.0%)	(57.7%)	(54.3%)	(50.0%)	(51.6%)	(54.9%)
Total	N:	5,815	240	196	278	10	370	6,909
	Row %:	(84.2%)	(3.5%)	(2.8%)	(4.0%)	(0.1%)	(5.4%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
Part-Time Doctoral Students								
Practice Specialties (N=265)								
Men	N:	997	49	23	5	5	160	1,239
	Row %:	(80.5%)	(3.9%)	(1.9%)	(0.4%)	(0.4%)	(12.9%)	(100.0%)
	Column %:	(45.7%)	(40.8%)	(38.3%)	(33.3%)	(62.5%)	(48.2%)	(45.6%)
Women	N:	1,183	71	37	10	3	172	1,476
	Row %:	(80.1%)	(4.8%)	(2.5%)	(0.7%)	(0.2%)	(11.7%)	(100.0%)
	Column %:	(54.3%)	(59.2%)	(61.7%)	(66.7%)	(37.5%)	(51.8%)	(54.4%)
Total	N:	2,180	120	60	15	8	332	2,715
	Row %:	(80.3%)	(4.4%)	(2.2%)	(0.6%)	(0.3%)	(12.2%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
Research Specialties: (N=265)								
Men	N:	520	42	7	10	0	72	651
	Row %:	(79.9%)	(6.4%)	(1.1%)	(1.5%)	(0.0%)	(11.1%)	(100.0%)
	Column %:	(41.2%)	(33.6%)	(36.8%)	(40.0%)	(0.0%)	(45.3%)	(40.9%)
Women	N:	743	83	12	15	1	87	941
	Row %:	(79.0%)	(8.8%)	(1.3%)	(1.6%)	(0.1%)	(9.2%)	(100.0%)
	Column %:	(58.8%)	(66.4%)	(63.2%)	(60.0%)	(100.0%)	(54.7%)	59.1%)
Total	N:	1,263	125	19	25	1	159	1,592
	Row %:	(79.3%)	(7.8%)	(1.2%)	(1.6%)	(0.1%)	(10.0%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)

Note. These data are based on the information provided by departments that responded to the 1984-85 Survey of Graduate Departments in Psychology and, therefore, underestimate the population of doctoral level graduate students.

[a]A number of graduate students (233 full-time and 97 part-time students) were not identified by sex or race/ethnicity; and thus are excluded in this table.

programs were female, women comprised 54.9% of full-time enrollments in the research specialties. However, part-time enrollments exhibited the opposite pattern, with 54.7% of students in the practice specialties and 59.1% in the research specialties being women.

Data on race/ethnicity indicate that a higher percentage of ethnic minority students were enrolled full-time in the practice areas (11.6%) as compared to the research subfields (10.4%). One interesting finding is that greater percentages of blacks (5.5%) and Hispanics (4.1%) are enrolled in the practice-oriented programs; corresponding figures for the research specialties are 3.5% and 2.8%, respectively. In contrast, Asians are better represented in the research subfields (4.0%) than in clinical, counseling, and school psychology programs (1.7%).

Concerning part-time enrollments, ethnic minorities account for 11.8% of all part-time doctoral students in the practice specialties vs. 10.7% for the research specialties. Similar to the findings for full-time enrollments, a higher percentage of Hispanic students are in the practice subfields as compared to the research-oriented areas. However, larger percentages of Asian and black students are found to be enrolled in the research specialties (see Table 11).

The pattern for Canadian doctoral programs is somewhat different for both sex and minority status (see Table 12). The percentages of men and women in the practice specialties are less disparate (i.e., 48.7% males and 51.3% females) as compared to U.S. enrollment figures. In addition, a slightly larger percentage of female students are full-time doctoral students in the research specialties (53.5%) as compared to the practice areas (51.3%). This is in contrast to the findings reported for U.S. doctoral programs.

Master's enrollments. As shown in Table 13, for clinical, counseling, and school psychology, women comprise almost two-thirds (66.9%) of all full-time enrollments in U.S. master's programs and 62.9% in those programs providing graduate training in the research specialties. Corresponding figures for part-time enrollments, however, show a smaller difference between the practice vs. research specialties (i.e., 65.3% and 63.8%, respectively).

Comparisons for the ethnic/minority composition of master's students are tenuous, given the sizable percentage of missing data for programs in the research subfields. As such, no further attempt will be made to discuss the results presented in Table 13.

Graduate Student Support

Presented in Table 14 are the percentages of full-time and part-time graduate students receiving financial support. In general, the results show that a smaller percentage of full-time doctoral students (57.3%) are receiving support than in previous years, and this 1984-85 figure is the lowest since 1980-81. While public doctoral programs still provide support for a greater percentage of their full-time students than private institutions (60.7% vs. 50.7%), this percentage has been shrinking -- down from 68% in 1981-82 and approximately 66-67% in 1982-83 and 1983-84.

Table 12

1984-85 Full-Time Enrollments in Graduate Degree Programs in Canadian Departments of Psychology and Associated Fields by Sex and Race/Ethnicity: Practice vs. Research Specialties

Doctoral Degree Programs		Race/Ethnicity						
		White	Black	Hispanic	Asian	American Indian	Not Specified	Total[a]
Full-Time Doctoral Students:								
Practice Specialties (N=20)								
Men	N:	135	0	0	2	0	86	223
	Row %:	(60.5%)	(0.0%)	(0.0%)	(0.9%)	(0.0%)	(38.6%)	(100.0%)
	Column %:	(37.9%)	(0.0%)	(0.0%)	(100.0%)	(0.0%)	(88.7%)	(48.7%)
Women	N:	221	2	1	0	0	11	235
	Row %:	(94.0%)	(0.9%)	(0.4%)	(0.0%)	(0.0%)	(4.7%)	(100.0%)
	Column %:	(62.1%)	(100.0%)	(100.0%)	(0.0%)	(0.0%)	(11.3%)	(51.3%)
Total	N:	356	2	1	2	0	97	458
	Row %:	(77.8%)	(0.4%)	(0.2%)	(0.4%)	(0.0%)	(21.2%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
Research Specialties (N=20)								
Men	N:	154	0	1	3	0	48	206
	Row %:	(74.7%)	(0.0%)	(0.5%)	(1.5%)	(0.0%)	(23.3%)	(100.0%)
	Column %:	(45.6%)	(0.0%)	(100.0%)	(42.9%)	(0.0%)	(49.5%)	(46.5%)
Women	N:	184	0	0	4	0	49	237
	Row %:	(77.6%)	(0.0%)	(0.0%)	(1.7%)	(0.0%)	(20.7%)	(100.0%)
	Column %:	(54.4%)	(0.0%)	(0.0%)	(57.1%)	(0.0%)	(50.5%)	(53.5%)
	N:	338	0	1	7	0	97	443
	Row %:	(76.3%)	(0.0%)	(0.2%)	(1.6%)	(0.0%)	(21.9%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
Full-Time Master's Students								
Practice Specialties (N=23)								
Men	N:	96	1	2	1	0	40	140
	Row %:	(68.6%)	(0.7%)	(1.4%)	(0.7%)	(0.0%)	(28.6%)	(100.0%)
	Column %:	(28.5%)	(50.0%)	(100.0%)	(25.0%)	(0.0%)	(76.9%)	(35.2%)
Women	N:	241	1	0	3	1	12	258
	Row %:	(93.4%)	(0.4%)	(0.0%)	(1.2%)	(0.4%)	(4.6%)	(100.0%)
	Column %:	(71.5%)	(50.0%)	(0.0%)	(75.0%)	(100.0%)	(23.1%)	64.8%)
Total	N:	337	2	2	4	1	52	398
	Row %:	(84.7%)	(0.5%)	(0.5%)	(1.0%)	(0.2%)	(13.1%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
Research Specialties (N=23)								
Men	N:	120	2	1	2	1	15	141
	Row %:	(85.1%)	(1.4%)	(0.7%)	(1.4%)	(0.7%)	(10.7%)	(100.0%)
	Column %:	(39.1%)	(66.7%)	(25.0%)	(50.0%)	(100.0%)	(38.5%)	(39.4%)
Women	N:	187	1	3	2	0	24	217
	Row %:	(86.2%)	(0.5%)	(1.4%)	(0.9%)	(0.0%)	(11.0%)	(100.0%)
	Column %:	(60.9%)	(33.3%)	(75.0%)	(50.0%)	(100.0%)	(61.5%)	(60.6%)
Total	N:	307	3	4	4	1	39	358
	Row %:	(85.8%)	(0.8%)	(1.1%)	(1.1%)	(0.3%)	(10.9%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)

Note. These data are based on the information provided by departments that responded to the 1984-85 Survey of Graduate Departments in Psychology and, therefore, underestimate the population of Canadian graduate students.

[a]A number of graduate students (20 doctoral and 137 master's full-time students) were not identified by sex or race/ethnicity and are thus excluded in this table.

Table 13

1984-85 Graduate Student Enrollment in Master's Degree Programs in U.S. Departments of Psychology and Associated Fields by Sex and Race/Ethnicity: Practice vs. Research Specialties

Master's Degree Programs		Race/Ethnicity: White	Black	Hispanic	Asian	American Indian	Not Specified	Total[a]
Full-Time Master's Students:								
Practice Specialties (N=295)								
Men	N:	1,581	121	75	36	11	109	1,933
	Row %:	(81.8%)	(6.2%)	(3.9%)	(1.9%)	(0.6%)	(5.6%)	(100.0%)
	Column %:	(33.0%)	(35.9%)	(38.7%)	(39.1%)	(42.3%)	(26.7%)	(33.1%)
Women	N:	3,203	216	119	56	15	299	3,908
	Row %:	(82.0%)	(5.5%)	(3.0%)	(1.4%)	(0.4%)	(7.7%)	(100.0%)
	Column %:	(67.0%)	(64.1%)	(61.3%)	(60.9%)	(57.7%)	(73.3%)	(66.9%)
Total	N:	4,784	337	194	92	26	408	5,841
	Row %:	(81.9%)	(5.8%)	(3.3%)	(1.6%)	(0.4%)	(7.0%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
Research Specialties (N=295)								
Men	N:	689	45	19	30	0	148	931
	Row %:	(74.0%)	(4.8%)	(2.0%)	(3.2%)	(0.0%)	(16.0%)	(100.0%)
	Column %:	(39.6%)	(38.5%)	(32.2%)	(32.3%)	(0.0%)	(31.0%)	(37.4%)
Women	N:	1,052	72	40	63	2	329	1,358
	Row %:	(67.5%)	(4.6%)	(2.6%)	(4.1%)	(0.1%)	(21.1%)	(100.0%)
	Column %:	(60.4%)	(61.5%)	(67.8%)	(67.7%)	(100.0%)	(69.0%)	(62.6%)
	N:	1,741	117	59	93	2	477	2,489
	Row %:	(69.9%)	(4.7%)	(2.4%)	(3.7%)	(0.1%)	(19.2%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
Part-Time Master's Students								
Practice Specialties (N=295)								
Men	N:	1,607	126	67	13	14	161	1,988
	Row %:	(80.8%)	(6.3%)	(3.4%)	(0.7%)	(0.7%)	(8.1%)	(100.0%)
	Column %:	(34.3%)	(39.1%)	(38.3%)	(26.5%)	(33.3%)	(36.0%)	(34.7%)
Women	N:	3,079	196	108	36	28	286	3,733
	Row %:	(82.5%)	(5.2%)	(2.9%)	(1.0%)	(0.7%)	(7.7%)	(100.0%)
	Column %:	(65.7%)	(60.9%)	(61.7%)	(73.5%)	(66.7%)	(64.0%)	65.3%)
Total	N:	4,686	322	175	49	42	447	5,721
	Row %:	(81.9%)	(5.6%)	(3.1%)	(0.9%)	(0.7%)	(7.8%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
Research Specialties (N=295)								
Men	N:	586	44	13	10	1	160	814
	Row %:	(72.0%)	(5.4%)	(1.6%)	(1.2%)	(0.1%)	(19.7%)	(100.0%)
	Column %:	(36.9%)	(31.0%)	(31.7%)	(33.3%)	(50.0%)	(36.0%)	(36.2%)
Women	N:	1,002	98	28	20	1	285	1,434
	Row %:	(69.9%)	(6.8%)	(1.9%)	(1.4%)	(0.1%)	(19.9%)	(100.0%)
	Column %:	(63.1%)	(69.0%)	(68.3%)	(66.7%)	(50.0%)	(64.0%)	(63.8%)
Total	N:	1,588	142	41	30	2	445	2,248
	Row %:	(70.7%)	(6.3%)	(1.8%)	(1.3%)	(0.1%)	(19.8%)	(100.0%)
	Column %:	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)

Note. These data are based on the information provided by departments that responded to the 1984-85 Survey of Graduate Departments in Psychology and, therefore, underestimate the population of master's-level graduate students.

[a]A number of graduate students (460 full-time and 395 part-time) were not identified by sex or race/ethnicity and are thus excluded in this table.

Table 14

Number and Percentages of Full-time and Part-time Students Supported in Doctoral and Master's Programs in U.S. and Canadian Graduate Departments of Psychology: 1984-85

Type of Program	U.S. Graduate Departments of Psychology			Canadian Departments
	Public	Private	All	
Doctoral degree programs	N depts = 193	N depts = 82	N depts = 265	N depts = 20
Full-time students with support	7,141 (60.7%)	3,025 (50.7%)	10,166 (57.3%)	687 (74.6%)
Full-time students without support	4,236 (36.0%)	2,856 (47.8%)	7,092 (40.0%)	232 (25.2%)
Not specified	393 (3.3%)	88 (1.5%)	481 (2.7%)	2 (0.2%)
Total	11,770 (100.0%)	5,969 (100.0%)	17,739 (100.0%)	921 (100.0%)
Part-time students with support	229 (9.1%)	141 (7.0%)	370 (8.2%)	1 (0.8%)
Part-time students without support	2,145 (85.5%)	1,728 (85.2%)	3,873 (85.4%)	115 (89.8%)
Not specified	136 (5.4%)	158 (7.8%)	294 (6.4%)	12 (9.4%)
Total	2,510 (100.0%)	2,027 (100.0%)	4,537 (100.0%)	128 (100.0%)
Master's Degree Programs	N depts = 218	N depts = 77	N depts = 295	N depts = 23
Full-time students with support	1,819 (26.1%)	551 (28.1%)	2,370 (26.6%)	511 (58.1%)
Full-time students without support	4,892 (70.2%)	1,306 (66.6%)	6,198 (69.4%)	368 (41.9%)
Not specified	254 (3.7%)	105 (5.3%)	359 (4.0%)	0 (0.0%)
Total	6,965 (100.0%)	1,962 (100.0%)	8,927 (100.0%)	879 (100.0%)
Part-time students with support	126 (2.0%)	112 (5.3%)	238 (2.8%)	1 (0.4%)
Part-time students without support	5,493 (86.4%)	1,678 (79.9%)	7,171 (84.8%)	244 (99.6%)
Not specified	739 (11.6%)	310 (14.8%)	1,049 (12.4%)	0 (0.0%)
Total	6,358 (100.0%)	2,100 (100.0%)	8,458 (100.0%)	245 (100.0%)

Note. These data are based on the information provided by departments responding to the survey and, therefore, underestimate the population of full-time students.

Full-time master's students, as in previous years, are less likely to be awarded financial support. In 1984-85, only 26.6% were receiving some type of assistance.

Canadian programs still support a greater percentage of their full-time doctoral and master's students as compared to U.S. programs. Almost three-quarters of doctoral students and 58% of master's students received assistance in 1984-85. However, it should be noted that these percentages have also been decreasing over the past few years -- down from 86% for full-time doctoral students and 79% for full-time master's students in 1980-81.

Part-time graduate students are much less likely to receive financial support than are full-time students. Fewer than 1% of Canadian part-time students receive support; approximately 3% of master's students and 8% of doctoral students in U.S. programs had some type of financial assistance.

The amounts of assistance typically paid U.S. and Canadian graduate students are shown in Tables 15 and 16. These tables report the medians and quartiles for doctoral students involved in one of three levels of study (first year, intermediate year, and dissertation year) and for master's students in two levels of study (first year and beyond first year). The types or categories of assistance are teaching assistantships, research assistantships, fellowships, and traineeships. The categories are further broken down into 9-10-month and 12-month time spans. Percentages of departments providing tuition assistance are also reported.

It can be seen from the data presented in Table 15 that the median support for doctoral students in U.S. programs is generally higher than that paid to master's students. For each level in the four categories, at least 50% of the programs provide tuition assistance in addition to financial support. However, when comparing information from this year to the two previous surveys, a decline in tuition assistance for students in master's programs is apparent.

In Table 16, data for Canadian departments are presented. As in the other tables presented in this report, the amounts are reported in Canadian dollars. The two most salient aspects of the information in this table are the relatively small percentages of graduate schools providing tuition assistance and the lack of data for some categories and levels. Hopefully, some indication of graduate student support in Canadian departments can be gleaned from this table, regardless of the number of schools reporting.

Table 15

Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology

Category of Support in U.S. Departments	Support for Doctoral Students: First Year Student	Support for Doctoral Students: Intermediate	Support for Doctoral Students: Dissertation Year	Support for Master's Students: First Year Student	Support for Master's Students: Beyond First Year
Teaching Assistantship					
9-month					
Median:	$4,800	$5,000	$5,000	$3,600	$3,600
Q1 - Q3:	$3,600 - 5,425	$3,675 - 5,700	$4,200 - 5,900	$2,500 - 4,800	$2,500 - 4,800
N:	170	194	154	139	125
% Tuition Assistance:	74.4%	70.1%	78.6%	73.3%	76.5%
12-month					
Median:	$6,000	$6,100	$6,300	$5,600	$5,600
Q1 - Q3:	$4,950 - 7,550	$4,875 - 7,725	$5,000 - 8,700	$4,300 - 7,100	$3,600 - 7,100
N:	25	30	23	15	15
% Tuition Assistance:	76.0%	83.3%	100.0%	66.6%	80.0%
Research Assistantship					
9-month					
Median:	$4,900	$5,000	$5,150	$3,300	$3,500
Q1 - Q3:	$3,900 - 5,500	$4,000 - 5,700	$4,200 - 6,075	$2,500 - 4,800	$2,700 - 5,000
N:	162	165	132	99	94
% Tuition Assistance:	70.4%	66.6%	75.8%	63.6%	70.2%
12-month					
Median:	$6,000	$6,500	$6,950	$6,700	$6,500
Q1 - Q3:	$5,500 - 7,525	$5,500 - 7,800	$5,875 - 7,850	$3,950 - 7,450	$3,775 - 7,100
N:	50	57	50	17	16
% Tuition Assistance:	68.0%	64.9%	76.0%	64.7%	75.0%
Fellowship					
9-month					
Median:	$5,000	$5,000	$5,100	$3,600	$3,750
Q1 - Q3:	$4,000 - 6,000	$4,000 - 6,000	$4,000 - 6,000	$2,400 - 5,000	$2,400 - 5,425
N:	95	90	77	27	22
% Tuition Assistance:	75.8%	72.2%	80.5%	62.9%	50.0%
12-month					
Median:	$6,000	$6,000	$6,400	$4,850	$5,200
Q1 - Q3:	$5,000 - 7,125	$5,000 - 7,050	$5,300 - 7,800	$3,450 - 7,425	$2,700 - 7,750
N:	38	37	31	10	9
% Tuition Assistance:	84.2%	75.7%	77.4%	70.0%	66.6%
Traineeship					
9-month					
Median:	$4,200	$4,450	$4,500	$3,300	$3,500
Q1 - Q3:	$4,000 - 5,300	$4,000 - 5,300	$4,000 - 5,450	$1,550 - 4,350	$1,300 - 5,000
N:	39	42	32	17	15
% Tuition Assistance:	74.3%	71.4%	75.0%	52.9%	53.3%
12-month					
Median:	$5,300	$5,300	$5,300	$4,300	$5,000
Q1 - Q3:	$5,300 - 5,300	$5,300 - 5,925	$5,300 - 5,300	$2,900 - 5,300	$3,200 - 5,300
N:	38	42	32	11	11
% Tuition Assistance:	76.3%	71.4%	81.3%	63.7%	72.7%

Note. The N's noted refer to the number of U.S. departments reporting this category of support, and "% Tuition Assistance" indicates the percentage of departments reporting support and tuition assistance.

Table 16

Medians and Quartiles for Graduate Student Support in Canadian Departments in Psychology

Category of Support in Canadian Departments	Support for Doctoral Students: First Year Student	Support for Doctoral Students: Intermediate	Support for Doctoral Students: Dissertation Year	Support for Master's Students: First Year Student	Support for Master's Students: Beyond First Year
Teaching Assistantship					
9-month					
Median:	$4,800	$4,800	$4,650	$4,200	$4,150
Q1 - Q3:	$4,050 - 6,250	$4,050 - 6,250	$4,025 - 6,425	$3,700 - 5,800	$3,650 - 5,800
N:	13	13	12	12	12
% Tuition Assistance:	15.4%	15.4%	16.7%	8.3%	16.7%
12-month					
Median:	$8,000	$7,800	$8,100	$6,300	$6,150
Q1 - Q3:	---	$5,750 - 8,650	$5,700 - 8,650	$5,600 - 8,250	$4,525 - 7,625
N:	4	5	5	5	6
% Tuition Assistance:	25.0%	20.0%	40.0%	0.0%	33.3%
Research Assistantship					
9-month					
Median:	$4,200	$4,200	$4,200	$4,100	$4,100
Q1 - Q3:	$4,000 - 6,500	$2,900 - 6,500	$4,000 - 6,500	$3,725 - 5,975	$2,975 - 5,975
N:	7	7	7	6	6
% Tuition Assistance:	28.6%	28.6%	28.6%	33.3%	33.3%
12-month					
Median:	$6,800	$6,300	$6,550	$6,300	$6,300
Q1 - Q3:	$6,050 - 8,800	$4,400 - 8,800	$5,450 - 8,800	$5,200 - 8,200	$4,400 - 8,000
N:	5	7	6	6	7
% Tuition Assistance:	40.0%	28.6%	50.0%	33.3%	42.9%
Fellowship					
9-month					
Median:	$5,750	$3,500	$4,350	$3,000	$3,000
Q1 - Q3:	---	---	---	---	---
N:	2	1	2	3	3
% Tuition Assistance:	0.0%	0.0%	50.0%	0.0%	0.0%
12-month					
Median:	$4,500	$2,750	$2,500	$5,000	$5,000
Q1 - Q3:	$1,800 - 6,750	$1,175 - 5,875	$1,200 - 6,750	$1,800 - 8,000	---
N:	5	6	5	5	3
% Tuition Assistance:	20.0%	16.7%	40.0%	20.0%	66.6%

Note. Dollar amounts in this table are reported in Canadian dollars. The N's refer to the number of U.S. departments which reported data for this category of support. The "% Tuition Assistance" is the percentage of departments reporting support and tuition assistance.

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